Break

ILEA high spot

One of the occasional perks of teaching in London, at least if you're in charge of a hostel bedroom or a housemaster's office that needs special furnishing, is a visit to the Greater London Council's supplies depot at Tottenham Hale. The name probably conjures up depressing racks of exercise books, blotting paper, and rulers, with standard-issue chairs and tables to match. In fact, Tottenham Hale supplies furniture and furnishings to very high design standards, and with a beautifully human and efficient organization.

With the pressure of the first week of the holidays off, I was able to get there to sort out the choice of curtain material for our new careers centre. I shouldn't normally have this pleasure myself, but problems had arisen. Our school's careers adviser was on holiday, and if the curtains were to be hanging by the new school year, a decision had to be made. Anyway, placing the order was of great symbolic importance to me. It was to be the last step in a four-year struggle to build the centre.

When I was anxious to increase the school's focus on preparation for work, we appointed a careers adviser with extensive knowledge and experience. That was splendid —except that there was nowhere for her base other than an awkwardly placed medical room—when the doctor wasn't in!

We had foreseen this, and at a time of re-planning the use of rooms throughout the school we had decided to build a modest extension in the central courtyard, with an entrance from the main foyer. Brilliantly designed as a gift to the school by Nicholas Ray, now at Cambridge University school of architecture, the drawings showed an ingenious and stylish tent of glass, stretched under an overhanging first-floor projection, graceful and practical.

We launched an appeal, but what a time to do it! It coincided with the sharp rise in building costs and the economic crisis, which froze likely funds. As fast as we raised money, the estimates went up. At one point, we had a doorway and dwarf walls, and we stuck there for 18 months—a depressing monument to my optimism.

Now, however, four years and £3,000 later, the last ceiling plank and window louvre have been fitted. We have a pleasant interview room, and an inviting waiting room, ready for the displays and books. Thanks to the generosity of a number of publishers, who helped us when all else seemed hopeless, we have nearly enough money to pay the bill—only £750 short.

The Inner London Education Authority, with typical generosity, agreed to furnish at their expense, and our equipment officer has given great care to the details. Only the curtains remain a problem. The full-height windows need curtains that will keep out direct sunlight, will look pleasant from outside as well as in, will sufficiently dim-out for a day-light screen, and will go well with the natural brick and timber materials.

At supplies I found stand after stand of fine materials, a range that would do justice to Heal's and service every bit as good. With bulk ordering, careful quality checks, and superb efficiency, the organization is able to bring good design and high quality to ILEA schools.

The size of the operation can be gauged by the fact that 140,000 chairs and tables are ordered by supplies every year, half of them for the ILEA, the other for parts of outer London who also use the depot. Indeed ILEA alone spends about £5.5m a year on furniture and equipment. My only difficulty was finally to decide between half a dozen suitable materials. I was delighted to have been able to settle the last detail of the new careers centre so pleasantly.

Interviewer's art

At last I can get away to Suffolk, where I like to spend as much of the summer holidays as possible. I arrive with my usual pile of paper to be dealt with, and am made to feel still further behind as the harvest is nearly over—the earliest in memory, according to my farmer neighbour.

Among the chores left over from term are some interview notes of pupils seen in the last week, still to be written up. I am gradually learning that half the art of interviewing is to be able to get the key points down during the interview, and to write up the notes coherently soon afterwards.

I find this difficult. The longer you leave the writing up, the harder it is—not to mention the difficulties caused to colleagues or the Education Welfare Service, who might well need the notes to hand immediately. My annual new school year's resolution is to write up every interview before I go home at night.

I remake that resolution as I look at the forlorn jottings of a particularly upsetting interview with a mother and her 14-year-old daughter. "M is in despair", my notes start. The awful fraught interview floods back into my memory: the girl appalled that she had run through the patience of tutor, house staff, head of lower school, and eventually me; her mother reeling with impotent anger and misery at her inability either to understand her daughter or to control her.

I remembered why I had not written up the interview at the time: instead I had sent an urgent letter to the welfare service to sound a warning. What more should I have done, I wondered, as I reread the mother's threats.

"I cry; I talk; I hit: There is nothing more I can do except strangle her, and that means I'll go to prison. . . . It's only four years since I buried her dad, and I'm up to here in worries. I'll die, and happy to do so."

Sitting in garden looking out over the wide expanse of silky yellow stubble, is a pleasant way of getting through the papers. It is a curious setting, though, in which to read the education officer's report to ILEA on the year's work on "An Education Service for the Whole Community". Part of Dr Briault's overall plan—first outlined in a booklet sent to every London teacher in 1973—is to foster links between the education service and the community, and between various parts of the service. These are pretty difficult aims in the complex, overlapping London provision, where looking for the "community" is very different from here in Suffolk.

"The trouble with the falling pound is that even the children holiday in England."

Dr Briault's report ends with cautious optimism: "In unspectacular and valuable ways, the inner London Education Service is playing a wider role within the community and reaching out to the people who would hitherto have remained outside its provision." A special fund has been available to finance projects likely to help this involvement.

For the cost, I calculate, of about 10 teachers, grants have been made for schemes as varied as a parents' and children's workshop in Battersea, a telephone referral system in Bethnal Green for adult illiterates, an exhibition in a display and information centre in the education offices in Islington, and many parents' rooms and facilities in primary schools.

As he comes to the end of his work in London—Dr Briault retires at Christmas — this modest but steady work must be encouraging to him. Indeed he recently said: "I don't think the education service will ever be the same again since the development of community involvement. . . . I consider this to have been one of the most important developments during my time as education officer—and one which has given me much satisfaction".

Those of us who have spent most of our professional careers in the London service have an affection and respect for the work he has done, indeed a pride that he has been our Education Officer. I remember his courtesy and interest when I was a head of department. I have admired his masterly exposition of complex problems of figures, organization, and finance to meetings; his skilful chairmanship of committees.

His leadership will be remembered also for the brilliant conception and execution of the "alternative uses of resources" scheme, one which shows the educational importance of administrative imagination. Above all, I have been continually impressed by the constant and firm concern for the whole range of people in education. It is good to hear that when he leaves us he will be a visiting professor at Sussex University as well as spending a term as visiting professor at Otago University in New Zealand.

Catching up

This is also "journal catching-up time". I have just finished the NFER's *Educational Research* for June. As the data for various of the papers in it were collected in 1973, 1974, and in one case 1972, I didn't feel that my two months' delay in reading it was too serious.

In the last few years this journal has become essential reading for headteachers, with the articles focusing effectively on the practical ends of research. Admittedly the piece on "secondary-school swimming programmes" is almost a parody of educational research with formula laboriously applied to such startling facts as schools with pools tend to allocate more total time to swimming and a larger part of their PE programme than schools without pools".

I was specially interested in Douglas Fidgeon's survey of "Logical Steps in the Process of Learning to Read". Not only does he carefully analyse the "relationship between so-called "sight vocabulary" and phonic association, but he goes a long way to explaining the needs in the early stages of learning to read of children from lower socio-economic backgrounds—one of the big problems of today. I also liked his final emphasis:

"Regretfully, all too often reading instruction stops once the child is "able to read" with reasonable fluency and comprehension. It might be said, however, that acquiring literacy begins only when ability to read has been mastered." Those two points together, indeed, are the challenge to the secondary school.

Sound sense

Rural Suffolk does have some lessons that are relevant. How to get work out of teenagers has been a constant preoccupation of the farmers over the years. The researches do not have the statistical sophistication of the education specialist, but they have some sound sense all the same.

Talking of the behaviour and output of boys at work, they say: "One boy's a boy; two boys is half a man; three boys is no boy at all." Perhaps the NFER could cost rosts of statistical significance to those figures.

Michael Marland

Michael Marland, head of Woodberry Down School, North London, is standing in for Aristides, who is on holiday.

Next week

Keith Wheeler on environmental education.

Tim Albert and **Mark Edwards** on a London school run by parents.

Books: Margaret Drabble reviews a new novel about teenage sex written for teenagers; Martin Page on a new study of Lord Melbourne; Keith Harling on the English Civil War; David Bridges on in-service education; textbooks for technical subjects.

THE TIMES Educational Supplement

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Tameside row over selection methods

by Stephen Cohen

Letters went out this week to parents of Tameside pupils picked for grammar school, doubts were raised about the procedures used to select them.

And for 50 of the district's 800 10-year-olds who applied for grammar school places a decision about which secondary school they go to will have to be put off because the primary school record cards on which selection was based were found to be blank or did not contain enough information. They will wait until the selection panel can talk to their teachers, though in a dispute still existing between the council and Tameside teachers it is not certain whether the teachers will talk to them.

Complaints about the selection, which began after the Law Lords ruled that Tameside could keep its grammar schools, were led by Mr Fred Oldham, Labour chairman of the education committee before the Conservatives won control and scrapped the council's comprehensive school policy.

He week, Mr Oldham described selection procedures as "totally inadequate" and called for a government inquiry.

England to examine all the affidavits submitted in the Appeal Court case by the council's legal battle with Mr Fred Mullen, the Education Secretary, over the abolition of grammar schools. Recent events in Tameside did not correspond with what the Appeal Court was told, he said. "We are going to have a very careful scrutiny of all the affidavits. Some of them do not hold water any more."

Mr. Oldham also criticized the working of the selection panel. Four of the assessors had less than four years' teaching experience, he said. One had been teaching for less than two years and not one was from a secondary school. "It alarms me to see scale 1 teachers on a selection panel." Mr Oldham is also complaining to the local government ombudsman that the selection was maladministered.

Except for dealing with the 50 pupils with blank or inadequate record cards, Mr Eric Beard, the retired head who lead the selection panel, and his team of volunteers have now finished the bulk of their work. They judged only 192 of the pupils good enough to go to grammar school, although 240 places were available.

Decisions on 19 children were waiting for more information than their record cards contained. They were put on one side after being considered three times, Mr Beard said.

This left 32 children in a state of limbo, with blank record cards, nearly all of them from one school, Flowery Field Junior School in Hyde.

Mr Charles Tweddle, deputy director of education, said a decision would not be taken on them until the start of term. It would not be possible to contact schools and head teachers before then.

Mr Donald Thorpe, Conservative chairman of the education committee, said that record cards had been collected from some schools by two councillors. They had picked up a packet of cards from one school without examining them. On delivery to Mr Beard it had emerged that they were blank. Mr Thorpe said that the cards were new ones, and information from old cards had not been transferred to them.

But the discovery of the blank record cards shocked some parents and teachers. Mrs Betty Hales, one of the parents' leaders, said the selection system was a farce. "Some of the cards have not been filled in since the children were seven. How can we accept that this is a fair method?"

Mr Gordon Powell, secretary of the Tameside branch of the NUT, said the teachers had been proved right when they claimed that adequate selection could not be achieved.

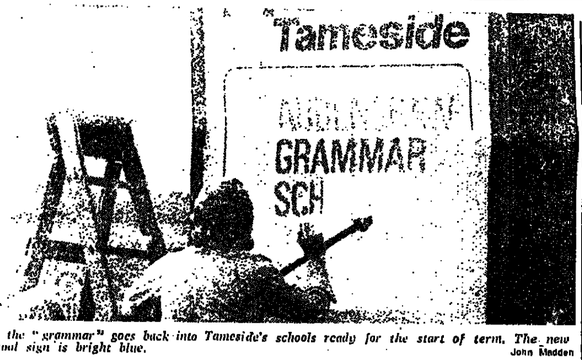
In his affidavit to the High Court Mr Beard said that a "fair, feasible and practicable" selection could comfortably be made within one week.

Mr Tom Pendry, Labour MP for Stalybridge and Hyde, said the judges could not be blamed for accepting Mr Beard's affidavit but he said: "We can manifestly prove now that it was a nonsense claim." But Mr Beard said: "We have done a damn good job". Every record card of every child leaving junior school in the borough had been looked at. He had removed the poor weak and average children and left the good and excellent to be considered by the panel.

Pairs of teachers then looked at the reading ages, head teachers' comments and assessments which were on a five point scale. "They worked downwards and removed the excellent ones, the not-so-excellent and the good, which were all looked at again by a bigger group of four or more".

Letters will be going this week to parents who applied for grammar school places informing them of the panel's decision. Appeals will be heard later this month.

Mr Beard said he had not expected to select exactly 240 children but those chosen represented about a quarter of the 800 applications and this was in line with previous practice. Mr Thorpe, the education committee chairman, said he was "relieved and gratified" that the process had almost come to an end.



Name game: the "grammar" goes back into Tameside's schools ready for the start of term. The new grammar school sign is bright blue. John Bladen

How to keep lecturers in jobs

An ambitious scheme of induction and in-service training to provide jobs for 1,200 redundant college of education lecturers is urged on the Government. page 3

Brother, can you spare a dime?

English teachers on a year's exchange in America received hundreds of pounds less than they had expected. The Americans here received hundreds of pounds more. Can the exchange scheme survive? page 5

Almost free

Tim Albert and Mark Edwards on a small south London school set up by parents who "didn't want to hand over responsibility to the experts". pages 10, 11

Books, pages 13-15
Margaret Drabble on teenage sex; Jill Turner on Bertrand Russell; modern languages, education, history, children's literature, technical textbooks.
Features, page 9
Keith Wheeler on some international initiatives in environmental education.
Resources, page 16
Colin Evans on music materials; Peter Barker on computer assisted learning; Barbara Rigby on recorded children's stories.
Talkback, page 17
K. R. Stott and L. M. Gannon on shared sixth forms; Joan Forgeter on preserving a Swiss minority language.
Arts Reviews, pages 26, 27
Robin Maconie on the Proms; Christopher Griffin-Beale on television; Heather Neill on theatre; Araminta Wordsworth on cinema.
Leaders, letters, page 2; Sport, In brief, People, page 8; Break crossword, maths teaser, page 28.

Classified ad index 18

TES Index

The TES Index for January-June is on four centre pages.

Crossword No 1,046

Across

1 Just right for metal workers strike (3, 3).
4 Detective who solved the Christie murders (6).
8 Superlative finish for a joint (4, 3).
10 "My coursers are fed with the lightning. . . . They — in the fresh sunbeam" (Shelley) (5).
11 Villain in a red suit (5, 2, 6).
12 Listen to the hard-working creature (9).
16 Though it sounds like a passage to Hades, it's a lively sport (4, 3, 6).
18 A matter of taking the 12 in (5).
19 Customary state of mind of the finishing correspondent (7).
20 Revolutionary organization? Yet most respectable (6).
21 State of the determined (6).

Down

1 "Open — is better than secret love" (*Proverbs*) (6).
2 A run-down account of the subject (13).
3 Stuff for a gourmand (7).
5 In France this game would be shady (5).
6 Going purchases that include half-backs (6, 7).
7 Give me this as a belief (6).
9 Paradoxically their most successful method is attack (9).
13 Word to put many out (7).
14 Old-fashioned barrow boy (6).
15 A good take-off usually enables one to do this (6).
17 Trout by coach (5).

Solution to Puzzle No 1,045

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Chess

WEAKNESS ON THE WHITE SQUARES

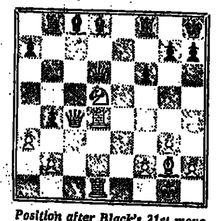
One of the most attractive methods of winning a game lies in the thematic exploitation of a weakness on the white squares. Why this should be so is, I think, because in order to carry out such an exploitation one is forced to create a plan that works harmoniously from beginning to end.

There are quite a number of openings that are largely concerned with this struggle for the white squares, both on the King-side (the Ruy Lopez for example), and on the Queen-side where two of the more sophisticated types of opening come to mind, the Catalan System and the English Opening.

Of these two perhaps the English is the easier to handle. It is clearer in its line of strategy, chiefly because the Catalan is really a blend of two openings, the Queen's Gambit and Keti's Opening, and hence is inclined to be confusing to the less advanced player.

In the English, on the other hand, the process is logically straightforward. The very first move 1. P-QB4, is an assault on the white square of the centre. This assault is enhanced by Kt-QB3 and then the KB is fianchettoed and placed along the long diagonal of white squares. Eventually, too, all the major pieces, the Queen and Rooks, are brought into the battle for the White squares.

A really marvellous example is the following fine game from the recent interzonal tournament at Manila.



Position after Black's 21st move

White: W. Uhlmann. Black: S. Mariotti.

English Opening

1	P-QB4	P-QB4
2	Kt-KB3	Kt-QB3
3	Kt-B3	Kt-B3
4	P-KKt3	P-Q4
5	PxP	KtxP
6	B-Kt2	Kt-QB3 (a)
7	Q-R4 (b)	Q-Q2 (c)
8	0-0	P-K3
9	P-QR3 (d)	P-Kt3
10	P-Kt3 (e)	B-Kt2
11	Kt-Q2	R-QKt1
12	P-Q4	KPxP
13	PxP	P-QKt4 (f)
14	Q-Q3	PxP
15	B-Q4	P-Kt5
16	B-Q2	Q-Kt3
17	BxKt	KtxKt
18	Kt-Q5 (g)	Q-Q
19	KtxQP	0-0
20	QR-Q1	B-Q1
21	Q-B4	K-Kt1 (h)
22	Kt-B4	resigns (i)

(a) He wants to play P-K4 but cannot do it at once owing to 7.KtxP, revealing a double attack on the Kt on Q4.

(b) Putting more pressure on the white squares and temporarily preventing P-K4.

(c) The obvious 7 . . . B-Q2 allows White's Queen to dominate the centre by 8.Q-K4. If then 8 . . . Kt-Kt3; 9.P-K5, P-KKt3; 10.B-Q4, PxP; 11.PxP, B-Kt2; 12.0-0 with advantage to White (Uhlmann-Robatsch, Amsterdam, 1972).

(d) Preventing Black from freeing himself by 9 . . . Kt-K5.

(e) White prepares to break through in the centre and thus accentuate the pressure on the white squares.

(f) A further weakening of the white squares, but after 13 . . . KtxP; 14.KtxKt, QxQ; (14 . . . PxKt; 15.RxP, also leads to great problems for Black) 15.KtxQ, PxKt; 15.B-B4! White exerts terrific pressure with his two Bishops.

(g) A triumphant entry on the white squares that yields him a won position.

(h) Overlooking White's reply. It necessary was 21 . . . B-K3 when however, White still has a winning game after 22.Q-Q3, BxKt; 23.BxB ch, K-R1; 24.B-K4.

(i) Because of 22 . . . Q-K2; 23.Kt-K6 ch, PxKt; 24.Q-B2; mate.

Harry Golombek

Teachers on the world stage

Quiet may or may not be a wicked myth, but it provides a break in the educational year when teachers from all over the world can gather under the international aegis of the World Council of Organizations of the Teaching Profession.

The large, unwieldy, but in some ways surprisingly spritely, body, in which for many years the National Union of Teachers has played a prominent part, has been holding its get-together this year in Washington (page 6).

Such as the issues debated at NUT conference each year are at one remove from the affairs of the teachers in British schools, so the debates at WCOTP take place at one remove from the level of NUT debates. The president, Herr Hermann Ebert of Bavaria, devoted much of his presidential address to a severe lecture, more in sorrow than in anger, on the shortcomings of the United Nations and Unesco, and the hypocrisy of international politics. How different it might think from the home life of the NUT. The organization followed suit by passing, by a large majority, a motion condemning the United Nations General Assembly for designating Zionism as a form of racism. This was much too much for Mr Fred Jarvis and the British delegation, who wisely abstained on an issue which teachers' organizations in this country would rule out of order if raised at home.

Mr Jarvis came into his own in a session devoted to the attempt by the education committee of the Organization of Economic Cooperation and Development in Paris, to direct the attention of governments in the developed world to the efficent use and distribution of professional manpower in education. The NUT, through WCOTP, had succeeded in making sure that teachers were properly represented at a major international

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Rough and unready

Latest news from Tameside is of trouble with the rough and ready selection methods to find pupils for the reprieved grammar schools. A deficiency in primary school record-keeping has meant that the procedure confidently described to the Court of Appeal to justify Tameside's claim to reasonableness will not now be possible for at least one group of potential candidates.

All this is going to keep the pot boiling at Tameside, and support the view already widely held among Mr Mulley's political supporters that the Court of Appeal was out of its depth in judging the quality of some of the evidence put before it.

In part this turns, once again, on what the court was considering. Was it concerned with the merit of the actual scheme put forward by Tameside, described in his affidavit by Mr Eric Board, the ex-head teacher who has presided over the selection panel? Or was it concerned with something much more limited—whether Tameside could show that their proposed plans, good or bad, were still within the range of actions which reasonable people might take? Nobody can say what the Court of Appeal would have done had it been able to foresee the present mix-up, but it certainly seems as if, to be unreasonable in its eyes, an authority would have had to behave in a very curious manner indeed.

All this, of course, makes life difficult for the DES legal advisers who have had to bear more than their share of criticism. Some of it (in these columns) has been less than fair. It ought not to be suggested that they were naive, or failed to recognize the growing uncertainty of Section 68 which, in the event, only the courts could interpret with authority.

Meanwhile, back at the ranch the local ructions continue. What happens next depends in large measure on how the teachers react. A dispute still exists between the NUT, the NAS, and the NAHT and the Tameside authority. Sorting out the selection mess is going to depend on some cooperation between the teachers and the l.e.a. The revelation about the primary school records will not add to public confidence in the teachers; it may make it difficult for Tameside to do what they told the Court of Appeal they would do, but it doesn't enhance the teachers' claim to be everybody's uncle.

Match of the day

The start of the Football League season is the signal for school groundsmen to drag the whitewash out from behind the mower and get the pitches marked out for the schools soccer season. Regrettably, these two widely different levels of the game are getting more alike in character.

By the time they take the field themselves boys will have seen at least some of their heroes in trip-ups and punch-ups with each other and in arguments with the referee. And they will have seen them quoted in newspapers as saying "I hate losing" with a venom that makes you wonder if they love playing.

The explanation for this behaviour offered by their apologists is usually that "the pressures on them are so great." To win, presumably, if this is so, why is there an increasing tendency among school masters to set up similar competitive structures for boys of even junior school age?

Inter-city, inter-district, inter-county, international . . . grown men spending hours arguing over which ten-year-old will make the best striker in the town's representative side. Interest is moved away from the game itself to the league championship or knock-out cup it is being played for. And there is a tendency to make less provision for the not so clever players who may still enjoy the game. Placed in such imitative situations as their heroes it is surprising that boys are influenced into behaving in the same way?

If schoolmasters are to be the formative influences they pride themselves on being, they should evolve a policy now which would involve discouraging the artifices of competition which currently encompass the game; teaching that although the referee may not be infallible in practice, he is in principle and that is how he should be regarded; teaching the rules of the game, as a classroom lesson, instead of just allowing young players to pick them up, often erroneously; and emphasizing that one of the offences a player may be guilty of is "ungentlemanly conduct", with useful discussions on what gentlemanly conduct is.

Inverted snobbery has, somehow, equated gentlemanly conduct with upper class attitudes, just as "being a good loser" has come to attract the same contempt as now attaches to the act of losing. Baron de Coubertin rekindled the Olympic torch in the spirit that the important thing was not to win, but to take part. Too many sports masters have forgotten this; or perhaps they never subscribed to it.

Maths: a place at the core

Margaret Brown and John Hersee

It is difficult not to agree in principle with the proposal for a common exam system at 16-plus and most maths teachers would respect and applaud its aims. Maths shares with English a central position in the curriculum. It is traditional for all pupils to study it and there are obvious reasons for this.

Parents know that a maths qualification is often essential in finding employment. Although some jobs involve little maths, many skilled jobs in industry, commerce and the public services require at least a basic level of numeracy. In addition, maths is used in science and other school subjects, and is very important for pupils who study such subjects after the age of 16. Moreover, on a cultural level, it is the basis of communication whenever quantitative information is involved.

The importance of maths to a pupil's career prospects makes it difficult to decide on borderline candidates for CSE or GCE. To avoid excluding children altogether, many schools offer a "limited grade" Mode III CSE, so that virtually all pupils can be entered for maths in some way. Whether this is in the best interests of the pupils is questionable, but the social climate in the world outside and in the school itself provides strong pressure which is difficult to resist.

In its proposals for a common examining system at 16-plus, the Schools Council, by choosing to limit itself to the top 60 per cent of the ability range in each subject, refuses to face up to problems of universal entry with a subject like maths. Examining maths carries its own special headaches. In history, for example, a candidate, asked to write on some aspect of the founding of the trade union movement, can put down what he remembers of the topic and gain marks, even if his answer is incomplete. At worst he will at least have some conception of what the question means. In maths it is all too easy for a candidate to be faced with a topic he has studied reasonably diligently, and yet to put down nothing that will earn marks.

Here "adequate discrimination"—a phrase which features in many of the feasibility studies—needs to be treated with some suspicion. The spread of marks may make the awarding of grades straightforward, but did the papers test what we really want to test, or above all what is easy to test? How many candidates were only able to show what they could not do rather than what they could?

The other side of "adequate discrimination" is that many pupils score very low marks (more than a quarter with under 15 per cent in one paper in the trial studies is not untypical). It will be bad enough if this leads to widespread disillusionment with the examination, but it is more likely to show that a substantial proportion of pupils have been doing a totally unsuitable course. It is traditional for mathematics teachers to get much of their teaching syllabus from past examination papers, which thus influence courses in future years.

On the other hand, how many able candidates in the feasibility studies were given a paper which could not reflect their abilities? The ability range in mathematics is very wide, especially if almost all pupils are candidates. By 16, some able pupils have not only covered a great deal more content than average but can also work at a level of abstraction (an essential feature of mathematics) which other pupils will reach years later, if at all. Such pupils need a course that is worthy of their attention and their teachers must not be encouraged by an inadequate examination system simply to mark time.

Conventional timed written papers test many mathematical skills well, but some pupils do not do themselves justice. There are mathematical skills and personal qualities—persistence and determination or the ability to explore mathematically—which are not tested in this way and which may prejudice success in such an examination. Too little attempt was made in the feasibility studies to explore other ways of testing, largely for want of time.

We arrive at some targets for a common system of maths examining:

- An assessment of all pupils.
- An exam to show what a candidate can do, rather than what he cannot.
- A suitable and acceptable qualification for employment, and a basis for future studies.
- A system flexible enough to encourage teachers to provide a variety of courses, some suitable for the mathematically able, but others for those who find generalization difficult.
- Assessment of qualities which conventional exams ignore.

The feasibility studies and existing GCE and CSE exams show clearly that a test based on common papers for all candidates is not desirable. Some degree of choice is essential. Choice of questions within papers is not satisfactory (the less able candidate is often unable to identify the "easy" questions). Thus a choice between papers must be made. This can perpetuate the present CSE/GCE choice difficulties and may mean wrong choice prejudices a candidate's chances. This first difficulty would be less with a common exam than with the present separate systems, and it should be possible to defer the choice to be made at a much later stage.

Four papers could avoid these difficulties. Under such a system a candidate would take papers 2 and 3, on which a really good performance would get the highest grade. Paper 1 would reflect the move from concrete and practical approaches usually adopted with less able pupils. This would take papers 1 and 2. The most able would take papers 3 and 4, of which 4 would need deep understanding and wider knowledge. A "wrong" choice of paper would be made with minimal effect.

There are two other possibilities. A short test of basic arithmetical and spatial skills could be a feature of all schemes and modes, including Mode III. Such a test, based on an agreed "core", would help employers to choose recruits more efficiently than by the present assortment of arithmetic tests, and reassure them that basic numeracy was part of all courses. Also some part of the test could be based on work done outside the exam.

If a common system is introduced a first priority will be the syllabus which was not considered enough in the feasibility studies. What does "common syllabus" mean in maths? What maths should the syllabus contain? This raises questions about the aims and objectives of maths teaching for all pupils. (The Mathematical Association has just produced a booklet on this subject, *Why, What and How*, which, it is hoped, will encourage discussion.)

Finally, it could be argued that some of the exam deficiencies and requirements mentioned could be applied equally to the existing system. This is so but the feasibility studies have highlighted points which need urgent attention, whatever the decision on a common exam.

The authors are members of the 14-18 sub-committee of the teaching committee of the Mathematical Association.

Letter to the Editor

Don't rock the management boat

Sir—The Taylor committee seems to be proposing a system less equitable than the present one ("Taylor may ease out staff and l.e.a.s," TES July 30). In my opinion the most salient points that have been missed are that all school governors should, in some way, be answerable to the community and that teaching should be regarded as a profession.

I think it is very inappropriate to give parents seats on a governing board and a desire to do so implies muddled though well-intentioned thinking. The parents are receiving a service and are entitled to one of high quality. It is not reasonable to expect them to help administer the school any more than it is reasonable to expect a patient to help with the management of a hospital.

The parent-teacher associations already provide consultative bodies, bringing the parents into close liaison with the schools and supplying them with a means of voicing their opinions. The ancillary staff have no direct responsibility for education and I fail to understand why they should be represented in this way.

The teacher-governors do not represent the community directly, though they certainly serve it and have an informed opinion to enhance the contribution that they make. Moreover they are answerable to their employers who in turn are answerable to the electorate.

Bearing in mind these difficulties and in the interests of democracy, it would seem to be common sense to draw the governors from the political parties represented in local government and from the teaching staff of the school. I would suggest that the two groups be given equal representation on the school board, the seats for the politically associated governors being divided in proportion to seats on the local council.

Would the proposed governing board be fit to determine the curriculum? I submit that it would enhance the contribution that they make. Moreover they are answerable to their employers who in turn are answerable to the electorate.

Bearing in mind these difficulties and in the interests of democracy, it would seem to be common sense to draw the governors from the political parties represented in local government and from the teaching staff of the school. I would suggest that the two groups be given equal representation on the school board, the seats for the head teachers and the inspectorates.

I feel the committee may be even more concerned about standards than it is about the curriculum. Assuredly standards need to be maintained; indeed they need to be raised and a constant vigilance is necessary if this is to be achieved. But do we need to add to the structure? To my mind there is nothing wrong with the system. It will only fail if there is a lack of communication between the participants. This is true of any organization, however complex, involving human endeavour.

If we require any kind of change it is surely that the teaching profession needs its own body to determine standards and I believe the establishment of such a body is long overdue. I envisage an institution that would lay down standards for entry and influence standards in the classroom by requiring its members to observe a professional code. The profession must be seen to have integrity.

There has been so much upheaval in education during the past two decades that public concern is to be expected. Traditional methods have been rejected in some quarters and new approaches have been welcomed, for the most part without trial. However, we need to make our trial. However, we need to make sure that the best have then to be evaluated in conjunction with the methods that have stood the test of time. It is only in this way that we can make real progress. Many teachers are seriously concerned about these matters and are attempting to deal with them effectively.

R. H. DENNY,
Petts Wood, Orpington, Kent.

More letters, page 7

Redundant lecturers 'should be switched to in-service training'

by Bert Lodge

At least 1,200 of the college of education lecturers faced with redundancy because of the cut-back in teacher training should be moved over to help with in-service training, the Government's advisory committee on staffing recommends this week.

It also suggests that where school reorganization makes new demands an experienced teachers they should be released for a term's in-service training. This would be quicker and more effective than attempting regular half-day release arrangements.

The committee, the Advisory Committee on the Supply and Training of Teachers, repeats its belief in the importance of all local authorities starting an induction scheme for new teachers in their first year. This should begin in 1976 with a view to the full scheme being introduced nationally over the next three years.

The Government has accepted the scheme in principle but is still refusing to fix a starting date because of present economic circumstances.

The contribution which colleges and departments of education can make to in-service training in the subject of detailed recommendations by committee. It suggests that a proportion of those lecturers who are freed to help with in-service training should be based in the schools, while still remaining members of the college staff.

Others could be seconded part-time to local authorities to work alongside the l.e.a in-service advisory teams.

The committee emphasizes in its report that the most effective use will only be made of staff now being released in the colleges, if each school in association with its governors and/or l.e.a., formulates a definite staff development policy.

It is also vital that l.e.a.s which have not yet established representative consultative machinery to define local needs and policies on in-service training should be urged to do so. The consultative committees should be made up of: serving teachers (50 per cent), local authorities (25 per cent) and 25 per cent from the college or department of education.

Whatever the institution it might be advisable for it to gather together all the resources available for redeployment and establish a distinct department of INSET (in-service training). The department would require a full-time head on an appropriate senior grade.

This extension of colleges and departments to an INSET role would make possible a continuing teacher education from preparation, to induction, leading to steady development of the professional's career.

It would mean that resources for initial training would remain intact if any further substantial cut threatened seriously to imperil their viability and impoverish their curriculum.

The committee hope that, where possible, colleges and departments will serve the needs of teachers and schools in more than one employing authority and that particular concern will be shown for authorities which have no college or department.

Present expenditure on INSET provision in colleges and departments is met partly by fees, usually paid by a teacher's employing authority, and partly by a charge on the institution's maintenance grant. The committee recommends that in future no charge should be made other than tuition fees at the normal levels for further and higher education courses of comparable standard and duration.

Every new teacher, it says, should undergo a one-year induction programme. Ideally, his timetable should be reduced by 25 per cent during this period.

Job creation storm passes

The Government's job creation programme had no first and unexpected bump with a trade union last week, nearly a year after it was set up, but it was all sorted out after the intervention of Mr Dewi Rees, the programme director.

The conflict arose over 20 unemployed school leavers working under the programme's sponsorship in Rochdale's social services department. Shop stewards of the National Union of Public Employees complained that the jobs should have been done by permanent staff and that their members' overtime pay was affected.

The job creation programme will only accept projects if they have the co-operation of local trade unions and the jobs created are supposed to be ones that would not normally be done.

On Friday Mr Rees went to Rochdale and the shop stewards then agreed to drop their opposition provided the young people did not cover for staff holidays or sickness. Overtime earnings also had to be maintained.

Though the row was described by Mr Rees as "a storm in a teacup" it must have caused a nasty moment for Government planners putting the finishing touches to the much more controversial work experience scheme for school leavers. The final details of this scheme will not be announced until next month, but it seems certain the trade unions will be less than happy with it. Unlike the job creation programme the young people will not be paid the rate for the job and will be taken on by private employers.

Tory MPs press for gag on speakers

Conservative MPs are very angry about how the sister of a hanged man came to talk in schools and how an ex-burglar was allowed to speak to a school assembly for six minutes.

The MPs are demanding inquiries into both cases and one has called for a departmental ban on talks by Miss Iris Bentley about her brother Derek, who was hanged in 1953 as accessory to the murder of a policeman.

Dr Rhodes Boyson is protesting about Mr Dick Pooley, a founder of the prisoners' rights organization PROP, who has spoken in schools in London, Sussex, Nottingham and Humberside over the past three years. "There should be an immediate inquiry into what is happening in Inner London schools", Dr Boyson said. "This is only the latest of a series of scandals."

He has written to Dr Eric Briault, ILEA's education officer, to complain about a trade union official who spoke to girls at Highbury Hill School as part of their course on society and work. Dr Briault replied that maintaining a balance in such courses did not mean avoiding controversial issues.

The complaints about Miss Bentley came last week from three other Conservative MPs. The Cockpit Theatre in Education team has been performing a documentary play about the case, in which Christopher Craig, the 16-year-old who was said to have actually fired the fatal shot, was sent to prison for 10 years.

Pupils saw the play as part of their social studies course and were told that Miss Bentley would then answer questions and talk about her brother. She was invited to 16 schools.

One of the MPs, Mr Ivan Lawrence, complained that the minds of children were being influenced in an emotive way and the legal system brought into disrepute. He called upon the Secretary of State, Mr Fred Mulley, to put a stop to it.

Mr Michael Brotherton, MP, said: "The police have a difficult enough job without women like this being allowed to spread disaffection against the law." But Miss Bentley denied she did this. "The first thing I say is I am a law abiding citizen. I believe in the law. Where would we be without it?"

Mr Pooley said: "Generally the kids only hear from police, social workers and prison officers, but I put the other side of the story as a person who has actually experienced the system."

He admitted using forthright language and explicit photographs to shock children about prison conditions and police methods, but denied spreading hate. "My conscience is clear."

The ILEA explained that Mr Pooley was invited to Woodberry Down School, Hackney, two years ago as part of a discussion on prison after-care. At no time did he refer to police or prison officers in disparaging terms and he was not paid a fee. Neither was Miss Bentley who still has outstanding invitations to visit more schools but does not now know if she will be allowed to. The ILEA added: "It is up to individual schools to decide who should give talks in social studies."

Mr Michael Marland, head of Woodberry Down, said he could barely remember what Mr Pooley had said but pupils had not been shocked, neither had they clamoured to get him back.

Barrister to head Tyndale tribunal

Mr Michael Howard, a barrister, is to head the disciplinary tribunal which is to consider the behaviour of the teachers criticized in the William Tyndale report.

Mr Howard is a member of the same chambers as Mr Robin Auld, QC, who was chairman of the public inquiry. The proceedings open on September 29.

Sitting with Mr Howard on the tribunal will be Mr John Bevan, assistant education officer responsible for higher education who up to now has had nothing to do with the Tyndale affair, Mr Guy Rogers, a staff inspector on secondary education, and two teachers, Mr E. H. R. Stephens, head of Oliver Goldsmith junior mixed school, and Mr R. Edwards, a teacher at Peckham Park primary school.

The head, Mr Terry Ellis, is accused of misconduct, inefficiency and indiscipline. The inefficiency is alleged to have occurred in his relationships with the infant school and parents and in introducing new methods of teaching in the period up to July 1974.

Mr Brian Haddow, a teacher, is accused of inefficiency in coordinating team teaching at the school between September and December 1974.

The two, and four other members of staff, are accused of indiscipline in relation to a strike during the first attempt to inspect the school in September 1975. The allegation of misconduct against Mr Ellis also refers to his closing of the school in connexion with the strike.

Mr Ellis said this week: "We have not yet decided whether we will be legally represented, but I rather think we will want to defend ourselves personally."

Fight switches to Berkshire

The National Association for Freedom, which paid the legal costs of a group of parents in the Tameside case, is now considering helping 15 parents in Berkshire. The association is also in contact with all the rebel local authorities which are determined to keep selection.

The Berkshire parents have taken legal advice over the council's decision to bar their sons from Windsor Grammar School even though they had passed the 11-plus.

This week one of the parents asked the National Association for Freedom for help. The association was set up last year after the murder of Mr Ross McWhirter, who had himself been involved in a legal battle over education in Enfield in 1967.

Mr John Gouriet, the association's director, said they had not yet decided whether they would take part in the Berkshire case. They were in the process of finding out more of the facts. "We are not going into battles which are clearly losing ones."

Newcastle's new strap is longer, wider, heavier

A new leather strap, approved last week by Newcastle upon Tyne Education Committee for punishing pupils in the city's 180 schools, is longer, wider and heavier than the model it replaces.

But Mr Philip Bowden, assistant director of education, said this week that it still looked like a toy compared with some of the straps used in Scottish schools.

The new tawse was recommended by a working party of teachers and councillors with a view to standardizing the form of corporal punishment. It is 20in long, 1¾in wide and weighs just under 2oz. It is preferred to the previous approved model which was 18in long, 1¼in wide and weighed slightly less.

Last January there was a riot in a Newcastle comprehensive after the head had announced that in future girls could also expect the tawse. Six pupils were subsequently found guilty by a juvenile panel, three of assaulting teachers and three of causing damage. Punishment ranged from fines up to £50 to being sent to an attendance centre for six two-hour sessions.

Nothing in Newcastle education authority's regulations prohibits the use of the strap on girls, but for secondary pupils it may only be administered on the open hand. A slap with the teacher's open hand on the open hand or bottom of the child, or with the tawse on the open hand is permitted for juniors.

"There is no question of the tawse being used on infants," said Mr Bowden.

The working party wanted to reintroduce the cane as an alternative to the tawse but this was not accepted by the education committee.

Mr Colin McInnes, National Association of Schoolmasters' regional official for the North East, said his members would have preferred to be able to choose the cane. It was opposed to the previous NAS policy of leaving corporal punishment to the discretion of the professional on the spot.

"This policy has been agreed by the Newcastle authority. It is just that the line in Newcastle has for years been that the tawse is the only acceptable instrument. Other nearby authorities use the cane but not the tawse."

A spokesman for the National Union of Teachers said their policy was that teachers should be consulted on the matter of corporal punishment. They were satisfied that this had happened in Newcastle.

Higher fees force out OU students

Many Open University students are dropping out because they cannot afford the increased fees the university is being forced to charge, Sir Walter Perry, its vice-chancellor, claims.

At the Department of Education and Science's insistence, fees have gone up from £150 to £270 for the six credits needed for a degree, and the drop-out rate has increased by more than 20 per cent since 1973. Next year 20,000 students are expected to start undergraduate studies with the Open University. This is 3,000 more than last year but 4,200 fewer than the record 1971.

The drop-out rate is particularly high among first-year students and about 30 per cent withdrew last year compared to an average 25 per cent since 1973.

The Open University has just bought itself a £200,000 Oxford College which was an Anglican theological college, Ripon Hall, on Boar's Hill, because it found renting too expensive.

Le Français par l'Image 2

Mark Gilbert

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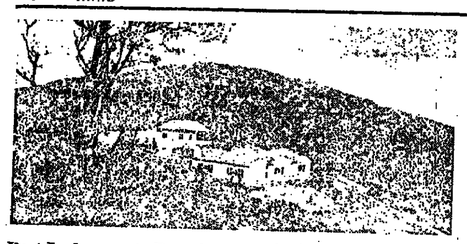


Bert Lodge meets Don Calogero, the priest who runs a school for the gifted in Sicily (above)

A Godfather for the gifted

Italy has produced her fair share of saintly figures whose good works have sent their reputations soaring over frontiers.

In the nineteenth century Don Bosco, plunged into the slums of Turin, his arms full of boots and bread for the *ragazzi* for whom he founded a whole new order. Danilo Dolci worried the Sicilian authorities like a gadfly until they loosened some of the feudal-fastened land on the island. There are now Dolci trusts in half a dozen countries. Mother Teresa, though born across the Straits of Otranto, laid out her daily faith on the flagstones of Calcutta with enough television cameras watching to save her order from foundering.

Two of these "saints" were religious. They were on the side of the naked, the hungry, the pushed-about, were they not? Yes? said the latest Roman charioteer as he drank tea in a Surrey garden last week, black-suited but with his dog-collar surrendered to the heat. "They were. But not me. All I'm concerned about is the elite."

The total absence of shame would have turned a CASE face purple. It could have been Auberon Waugh talking—instead of a chubby Father Brown of an Italian cleric with a George Robey twinkle at saying something to enrage Britain's contemporary levellers.

Almost 25 years ago Don Calogero La Placa was ministering in his birth-place, Petralia Soprana, one of those mid-Sicily towns where poverty is part of the tourist attraction. As was usual for the local priest, he taught religion in elementary schools and was concerned at how much intellectual talent stayed undeveloped. Going to the local grammar school called for sacrifices most families could not afford and long before 14 many a bright youngster had deserted school anyway.

As Don Calogero put it: "I was convinced I had a vocation for the gifted. I believe in the intelligence: it's not to be neglected. It's society's capital."

His academy for the elite contained 16 boys at first—girls are still thought to need a different sort of pastoring in Sicily—in a single dwelling 3,500 feet up in the Madonie mountains. He called it, with Boysonian effrontery, "The Community of the Gifted"—the Villaggio del Superdotato.

His selection process was more businesslike than charitable. In the schools he asked around for likely names, gave them all intelligence tests and rejected any boy with an IQ of less than 120. Then he started with no fewer than 10 and sometimes with 12 teachers, some of whom were part-time.

This happened in a country where as recently as 1972 the Minister of Education admitted to being short of nearly 1,500,000 primary school places, 880,000 secondary places and having only two desks for every three pupils.

It was not until 1966 that he had enough money to start his own venture. The money came from his own savings, from Mensa, the organization for those with very high IQs, from a group of American Jewish sympathizers and even a little from the Sicilian regional authority. And he had an armful of borrowings.

It was his enthusiasm, not his cheque book, that made Don Calogero such a successful recruiter of staff. But his passion for the cause looked like emptying his begging bowl at times. "I haven't come here to ask you for money", he told the international gathering of Mensa at Lugano in 1967. "I want you to do something for society. You're like Narcissus, sitting around congratulating yourselves on your superior intelligence. What are you doing with it?"

He grinned mischievously, and said: "They gave me some money, though. A good job. When I think I started off the Villaggio by writing out one and a half kilos of IOUs. We had on many financial crises at the beginning."

Now it looks as though these are past. One crisis with a milkman over a bill led to him buying a cow. Then came sheep, chickens, goats. Finally a restaurant opened two years ago which took £400 on the Sunday before Don Calogero left for England. Inquiries about the Villaggio have come from Turkey, South America and even, he tells with amused pride, the DES in this country. There is a "Friends of the Villaggio" group in Chicago.

What has come out of that selective planting 10 years ago? His first four students to come right through the school have just finished their first year at university. One has got a state scholarship to study nuclear physics in Pisa, the others are doing medicine, agricultural chemistry and architecture. The medical student learnt enough languages at Villaggio to converse in French, German and English and accompany Don Calogero on his summer travels.

The Villaggio is not one of those rigorous gymnasia that exist in Russia and East Germany. It is more like A. S. Neill's Summerhill. There is no compulsion to study, no competition, no marks; the administration is in the hands of the pupils, now numbering about 50, and so is the money. There are no locks on any cupboards or doors.

"It's a total learning environment," explains Don Calogero, the jargon sounding less awful in a mixture of Italian and French sprinkled with English. And unlisting the right sort of teachers is not easy which is why he has come to this country. "If I don't get them I shall have to go to our own Ministry of Education and I don't want to have to do that," he explained.

A ministry is too much of an institution for his peace of mind. "I respect institutions but not those which oppress," he said. But he wasn't he a son of a most authoritarian institution, the church? "Yes, and I am a loyal orthodox priest—though I would like to see the church becoming a bit more liberal." As a loyal priest, did he undertake the evangelising mission of leading men to Christ? He nodded his head emphatically, but added: "If it happens it will be a consequence of freedom. I believe that intelligence and goodness go together."

Were all his pupils with their guaranteed intelligence good then? "Not when they arrive. Some of them arrive at 10 years old from Palermo, already experienced shoplifters. We generally find the pilfering dies away when they have been with us two years. But we did have one who ran off with the cash." There is no disappointment in his voice. "If we hadn't got those youngsters from the backstreets of Palermo and let them develop their intelligence they would all have grown up into *mafiosi*", he insists. "We shall make something good out of them."

Sceptics, including his bishop, point out that Don Calogero has not yet produced conclusive results. He agrees, but points out that it is only now with the expectation of regular money from the restaurant that the scheme can settle down and take in about 15 pupils every year who will spend eight or nine years at the Villaggio. Financial crises, family needs and scepticism have meant few have stayed the whole course yet.

"But none of the four who did would have got to university if they hadn't come here", he says. "They would have had to leave school at 14—if they stayed that long." Don Calogero is not unmindful of the needs of intelligent girls but feels he cannot do anything for them until he has much more money. As for the children at the other end of the intelligence spectrum, the *ipadotato*, he says simply: "The state has begun to look after them. My vocation is for the gifted."

". . . a chubby Father Brown of an Italian cleric with a George Robey twinkle . . ."

Protest grows as 20,000 join the dole

About 500 students representing technical colleges and education departments will hold a mass meeting next month to plan a protest campaign against unemployment.

The conference, lasting three days and organized by the National Union of Students, will be at Edge Hill College of education, Ormskirk, near Liverpool on September 1. It will be attended by representatives of the National Association of Teachers in Further and Higher Education who recently estimated that the academic year would begin with 20,000 teachers out of work, including 13,000 who qualified last term.

"That's not a final figure", Mr Tom Priver, NATFHE general secretary said this week. "It's the result of a second survey we have conducted in the past few weeks based on returns from the colleges. We shall be conducting another survey in the autumn which may well reveal a higher number. It certainly won't be smaller."

The conference will discuss whether to resume the sit-ins which took place at scores of colleges last term and, though there are likely to be some delegates in favour, many will be opposed. Mr Charles Clarke, NUS president said this week: "If we resume the sit-ins they can hardly be sustained for a whole year. So what do you do then, off?"

It is also doubtful how much support students would give to such a campaign. Some are still a long way from the realities of job seeking, particularly those beginning their first year next term. Mr Clarke was confident they would be enthusiastic. "One of the remarkable things about the sit-ins was how much support we got in the first and second years," he said.

Mr Francis Beckett, the union's press officer, suggested that the campaign would shift towards local authorities with the idea of persuading them not to implement cuts.

The unions were forming a united front, he said, and during the summer the NUS, NATFHE and the National Union of Teachers had held fortnightly meetings to plan a joint campaign.

NATFHE's attitude towards student action would be the same as last term, Mr Driver said. "When the occupations were on, we didn't ask our members to withdraw their labour, but it was understood they would not take part in any disciplinary action against students."

The question of his members taking action themselves would have to be approved by the executive, he added.

Learning how to be second-class

The education of adult immigrants is too often aimed at turning these into obedient second-class citizens, a book published this week claims.

The book—a report of an international conference held last year on adult immigrant education—concludes that such education should be much more relevant. Mr Arthur Stock, director of the National Institute for Adult Education, said, in his summing up, that this meant much more consultation with immigrant groups and collaboration with people and agencies close to them.

The curriculum for immigrants was often often a shopping list of what those from their country thought would turn them into obedient second-class citizens. In some countries the economic recession and the clampdown on immigration had meant cuts in resources and programmes for immigrants. They tended to concentrate on the educational needs of children and leave the adults to fend for themselves.

Opening the seminar Mr F. A. I. Tahourdin, assistant director general of the British Council, called for international cooperation to meet the educational needs of immigrants. The home and host countries should discuss ways of preparing those who were planning to migrate. *Education for Adult Immigrants* edited by A. Stock and D. Hawes for the National Institute of Adult Education, 35 Queen Anne Street, London W1. £1.25.

Plowden progressives prepare to hit back at critics

Progressive primary teachers get their chance when they meet for the annual Plowden conference in Lincoln next week to answer the criticisms of modern methods which have followed publication of Dr. Neville Bennett's *Teaching Styles and pupil progress* and the events at William Tyndale Junior School.

These meetings have taken place every year since the Central Advisory Council's report in 1967. They are virtually the only form of organized resistance to the critics in such bodies as the National Council for Educational Standards, though the Plowden group may soon produce a "White Paper" to counter the Black Papers of a few years ago.

The loose-knit group behind the conferences has never been a formal association. Run originally by the Advisory Centre for Education, the Plowden Conference was one of the things swept out by the new broom of Mr John Hipkin two years ago. Mr Hipkin recently resigned as director of ACE.

The conference found a new home at Bishop Grosseteste College, Lincoln, where one of the group, Mr Leonard Marsh, had just taken over as principal after 10 years with the "Plowden course" at Goldsmith's College, London.

It was, he said this week, a unique, independent platform for the open schooling ideas of the Plowden report. "The progressive teacher might feel from reading the newspapers that no one supports or understands what he is trying to do in his daily work. He feels isolated and under attack."

It was one of the few places where they could meet to share common concerns. It had helped to produce a cadre of heads, inspectors and advisers who could spread an understanding of what good progressive schooling was about.

"We hope it is possible to inch the public debate towards the realities of education as the teacher knows them, and away from the stereotypes advanced by those who are only spectators."

Improving the effectiveness of classroom teaching would be the theme of the working sessions. The teachers would also hear from members of the Plowden Committee including Lady Plowden, who played a large part in launching the conference.

Mr Marsh denied that the Plowden "club" was an exclusive, self-congratulatory group enjoying a false, cosy concensus about primary education. Mr Graham Bond, a Sussex primary school head who ran the conference at ACE for seven years, said they could have become a "mutual admiration society", but they tried to avoid this by not creating a formal association and by including in their programmes speakers like Dr Rhodes Boyson and Mr Norman Thomas, chief inspector for primary and middle schools.

A lot of good has come out of the Black Papers and from William Tyndale. It has made us think, kept us on our toes and shown us where we are woolly."

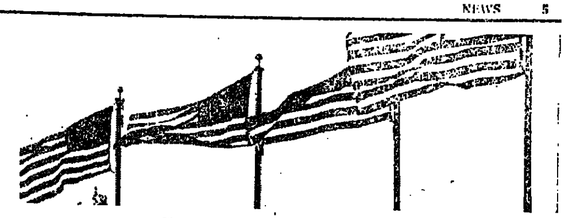
Mr Marsh said: "There are bound to be some who take too much for granted, but the vast majority would never believe there was any sort of concensus on primary education."

Though they were reluctant to create a formal Plowden Association—partly because they would spend all their time answering their critics rather than working out their own ideas—they might be forced to try to get the same sort of media coverage as was given to the case against them.

They had been urged to produce a "White Papers" to counter the Black Paperites. About 20 advisers were now working on papers that could be used to explain their approach to progressive primary schooling. Future conferences might include writing sessions to help to put the Plowden case across.

Bob Doe

English teachers who swop jobs with American colleagues under exchange schemes are finding that their UK salaries leave them perilously close to the poverty line for their year in the United States. Reports by Michael Binyon in Washington and Bert Lodge in London



Stars and gripes: exchange staff sunk by floating pound

About 100 English teachers will get off an aeroplane at Gatwick this morning muttering "rip-off", the Americanism they learnt after a year's underpaid teaching in the New World.

For exchange teaching in the United States they will get several hundred pounds less than they expected and some of them, Burnham-scaled though they were, qualified for food vouchers under the American social security system.

The aeroplane that brought them home will take off again today with the other half of the exchange, 100 American teachers. Their tale when they alight at Kennedy airport will be of a year in England which gave them several hundred pounds more than their American salary.

The rude experience of the English teachers began last June before they left. When they signed the contract a pound was worth about $2.40. Almost immediately afterwards the pound began to lose ground and by May this year the value of the pound had dropped to $1.71. It is not difficult to see what anybody's £4,000 a year of Burnham was worth by then. And remember United Kingdom tax was deducted at source.

Grumblings surfaced in the House of Commons early last year when the Education Secretary replied blandly, in answer to a question, that the teachers continued to receive their British salaries "together with substantial grants from central Government funds to help with the additional cost of living".

They were receiving, of course, what was left of their British salaries after the international financiers had had their day's sport. And the grant? This was £1,042, and for family men an additional £208 for each child under 12 and £260 for those older. The exchange teacher had to pay half his own fare and also what his dependants'.

The additional £20 a week may look a nice boost but there is the tax burden. By the sort of legal casuistry the Inland Revenue draftsmen are so good at, these teachers are classed as on "leave of absence" from their local education authority although normally anybody working out of the country for more than 365 days pays no tax at all.

Then there is the additional expense of being in the United States. Although the United States Government provides health insurance, it does not apply to dependents and is a long way from the comprehensive care given by the National Health Service.

As Mr Colin Lishman, a social science teacher from Uxbridge who spent the year teaching in Denver, Colorado, put it: "I can't afford dental care. All the children have got cavities but the insurance doesn't cover them. When my wife dislocated her thumb we couldn't afford a doctor. We couldn't even send for one when the children got chickenpox."

Most vigorous champion of the teachers has been a lecturer from Bath College of Technology, Dr Robert Giddings, who has spent his spare time in Missouri and has collected individual tales of distress and forwarded them to the agency which arranges the exchanges, the Central Bureau for Educational Visits and Exchanges.

He pointed out other expenses which would use up that extra £20 a week. Food alone, not subsidized as it is here, is a formidable item, with cheese £1 a pound, bread 30p a loaf, milk 12p a pint, tea at least 35p a quarter, meat more expensive than here and many vegetables much more so.

Petrol is cheaper, but Dr Giddings makes the point that the car-swop (they also swop homes where this is mutually acceptable) lands the English teacher with a vehicle which is "large and greedy" in which he has to cover much longer distances than here.

The West German exchange scheme with America avoids these problems because jobs and salaries are exchanged. In fact, Dr Giddings explains that the British scheme is the only one where the foreign exchange teacher is paid a salary from the home country and pays home taxation in the United States, while the United States teacher gets a United States salary and pays United States taxes while he is here.

The Central Bureau is more than soothingly sympathetic towards the teachers. For a start it has got the grant for this year increased to £1,616 with £323 and £405 respectively for dependants. But what Miss Judith Hemery, the officer in charge of the United Kingdom-United States scheme, would most like to see is freedom from United Kingdom income tax while teachers are abroad.

She has little hope of the grant being increased further. "It's tied to the foreign service allowance—the grant paid to British Government employees working abroad—and varies according to where they are stationed", she explained. "The teachers' grant has gone up because the FSA has gone up. Still, we are trying to get it paid in one lump sum before they go, instead of three instalments."

She likes the West German-United States-style system but points out that there are only about 10 such exchanges a year. They are funded partly by the Fulbright Commission and Miss Hemery doubts if the United States would find American salaries for up to 100 West Germans.

This reinforces a point made by Dr Giddings, "It is the whacking cut in the standard of living sustained in the US by British teachers and their families which subsidizes the American exchange teachers' year in Britain".

And what has the year been like for the Americans this end? A three-term bonanza? Not according to Miss Ann Lipton, 29-year-old history teacher from Williamsburg, Virginia, who spent the year at Queen Mary High School, Walsall. She made the point that Virginia did not pay very high salaries. "My annual salary was about £5,700 when I arrived last August", she said. "OK, so it went up about £20 or £30 a month when the pound dropped but it didn't really make a lot of difference."

Miss Lipton reckoned she had spent about the same on food here as back home. "It's only the subsidized food I find cheaper here," she said. "Frozen food, which we use a lot, is much dearer."

She and her opposite number, Miss Margaret Hayden, exchanged homes and Miss Lipton took over Miss Hayden's mortgage payments. It was about the same as she was paying in Virginia.

Miss Lipton had to budget. She never drew out more than about $500 each month. But she did a lot of entertaining, to reciprocate Walsall hospitality. And she had made weekend and longer trips all over the country, besides spending two weeks on the continent.

Miss Lipton was not overly sentimental about the English teachers in the United States. "I won't say it's easy for them", she said. "But most of the teachers I heard about planned to spend the summer crossing the States. I know Margaret is doing a two and a half month tour of the States."

Another American teacher wrote to Dr Giddings in St Louis to say he could not understand how any exchange teacher could be on the verge of starvation and unable to afford to go out. He had left "staples, tins and even some meat and vegetables in the deep freeze" so that his partner could get by.

Dr Giddings comments: "As long as attitudes remain as crass and uninformed as this and as long as Americans believe (in their endearingly 1950-ish way) that a few food parcels will do the trick, then this situation will continue."

Before Gondwanaland the world was all at sea

Science diary
by
John Maddox

The notion that the continents have been drifting about on the surface of the earth since the beginning of time is now widely accepted not merely by geologists but by those who go to school (or teach there). Yet it is in everybody's mind that something like 200 million years ago there was a super-continent, now called Gondwanaland, in which Australia, Antarctica, Africa and South America were all joined to each other. Whether Asia and North America were also part of the same landmass is an open question—some say that stage of continental unity came earlier, and other super-continent is sometimes called Pangyea. But this is the crucial point—the break-up of Gondwanaland could not have begun much earlier than 200 million years ago.

So what happened before that? The earth as a whole is 4,500 million years old, while the rocks of the continental crust in Africa and South America are known, by the use of radioactive dating methods, to be more than 2,600 million years old. So it is natural enough to think that there must have been a time when these patches of ancient crust were united in some still earlier super-continent which first broke up just as Gondwanaland has done, whose pieces were sometimes embedded in a newly made continental crust but sometimes sunk up in the turbulent convection in the upper 100 kilometres or so of the earth's crust and thus joined again with the primordial rocks on the floor of the Pacific, for example, is even now being carried at the rate of more than an inch a year beneath the eastern edge of South America).

From this it seems to follow that one of the puzzles the plate tectonics people must solve is precisely how to reconstruct the map of the surface of the earth before Gondwanaland itself was formed. On the face of things, it is a much more difficult problem than that of telling what has happened in the past 200 million years of continental drift, for most of the traces of that earlier upheaval of the surface of the earth will have been obliterated by what has happened since. And when that problem has been solved there will be the prior question of what happened before it was—and before that . . . It has been like one of those nests of Russian dolls.

Unfortunately for those geophysicists who have foreseen for themselves an apparently endless succession of careers in the unravelling of earlier phases of continental drift, Professor R. D. Hargraves, of Princeton University, has now put forward the view that it may not have been like that at all. The present phase of continental drift, he says, most conspicuous in the past 200 million years but dating back perhaps to 600 million years—the end of the pre-Cambrian—may be the only phenomenon of its kind to have taken place since the earth was formed. An account of his disturbing thesis is to be found in *Science* (July 30).

He uses ammunition of several different kinds, the simplest being the records in the older continental rocks which show in which directions the earth's magnetic field has been aligned in the distant past, and in particular up to 1,200 million years ago. One of the things the palaeomagnetic people can do is to tell from the direction in which ancient rocks are magnetised where the north and south poles of the earth's magnetic field were when the rocks themselves were formed, from which it seems now to be clear that Africa, South America and Australia at the very least were welded together for something like 1,000 million years before Gondwanaland began to break up 200 million years ago. It follows from this that whatever processes of continental drift were at work between the end of the pre-Cambrian and the break-up of Gondwanaland, they cannot have been simply a replica of what is happening at present.

Yet another line of argument is the rate at which the surfaces of the continents are being eroded by the weather. For a long time it has been plain that the timescale of erosion is much shorter than the history of the earth. Some people estimate that it will take only some 500 million years before the surfaces of the continents as we know them are worn down to sea level, which in turn implies that if erosion had always been as rapid as it is at present, the material of which the continents are at present made would have been reworked between five and 10 times in the history of the earth.

How, then, does it come about that some of the most ancient rocks are thought to be roughly 3,800 million years old? Why have they not been worn away? Hargreves's answer is that the surface of the earth for most of the past 3,000 million years must have been very different from what it is at present. Continents as we know them are a comparatively recent invention, since the Pre-Cambrian.

So how did it all begin? Hargraves picks his way through the several sketchy models which have recently been constructed of the early history of the earth, and arrives at the conclusion that, to begin with, soon after the assembly of the material of which it is made, the earth was a spherical mass of hot rock covered by a relatively uniform ocean, roughly 2 kilometres deep. Quite quickly, the outer skin of this rock, cooled rapidly by the water lying above it, would have solidified and, resting as it was on a still nearly molten mass of rock, the thin skin would have been broken into smaller pieces time and time again, forming the material from which some of the oldest rocks were eventually formed.

Beginning perhaps 500 million years after the formation of the earth, Hargraves goes on to argue, a new process would have dominated the reworking of the earth's crust. Then, he says, it would have been possible for volcanic eruptions beneath the sea to throw up huge piles of volcanic rock. Then, as now, however, the height of these early volcanic mountains above the early sea bottom would have been much less than the depth to which their roots extended below. Even now, for every kilometre that the surface of a continent sticks up above the true rock surface of the earth, there are perhaps 10 kilometres protruding downwards into the mantle of the earth—it's just like icebergs floating in the sea.

So, in Hargraves's view it is only comparatively recently in the history of the earth that the underlying rocks have been firm enough to support continents that could reach above the surface of the sea. Just when this happened, the calculations will not tell, but plainly it would suit the argument splendidly if the transition from the Pre-Cambrian to the Cambrian roughly 600 million years ago marked the point at which the earth was first able to support continents as we know them now.

It is perhaps only fair to add that Hargraves's model is at this stage simply a model. But it is an attractive model and stimulating as well. We shall be hearing more of it.

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Unions spell out international credo

WASHINGTON

The twenty-fifth assembly of the World Confederation of Organizations of the Teaching Profession here last week was the largest meeting this surprisingly cohesive international body has ever held: 652 participants from 61 countries, and 277 observers from associated bodies and committees, including, for the first time, two observers from the Soviet Union.

This year's theme was "Education for a global community", a wide enough topic to allow discussion of teachers' political involvement, the status of the profession, collective bargaining, relations with community groups, social justice, cultural diversity and the teacher's duty to eliminate prejudice. The final resolution—strongly worded generalizations as such resolutions tend to be—reaffirmed beliefs that have nurtured WCOTP since its inception.

"We as educators are a vital force in every society, possessing power and influence of unique scope and potential. We care for and nourish the single most important product of every society—its young. We participate with immense influence in the very important process of character moulding. We provide hope and promise, stimulate ambition, and nurture pride in the self. We correct flaws and indicate goals helping to bring each individual over the threshold of youth into a responsible and productive maturity."

The resolution called on teachers to champion social justice, encourage the study of other cultures, teach the individual to assume his or her role in a global society, eliminate bias from teaching and help people understand the interdependence of all nations.

More particularly, the resolution said teacher organizations should make the most of their educational influence by gaining the support of the community, being active in community organizations and lobbying political groups.

One thing the confederation spent some time discussing—and mentioned in its final resolution—was recommendations on the status of teachers made 10 years ago by Unesco and the International Labour Organization. These recommendations could be worthy of any union campaign—more money, more consultation, professional freedom, in-service training, better working conditions, security of tenure, and so on—but they have not been fully implemented by any government, and the confederation called for more intense effort to get them adopted.

Among other resolutions passed by the confederation was one denouncing the United Nations resolution equating zionism and racism. This was adopted with only 16 abstentions, the bulk of them being from the British delegation. Mr Fred Jarvis of the National Union of Teachers said the resolution was broadly political and went beyond anything he had a mandate to vote for.

Another resolution called for restrictions to be lifted on the operations of the Unesco offices in Santiago, Chile.

There was a call for greater co-operation between WCOTP and other international teachers' organizations and for the establishment of a "cooperative development fund" to work as a bank on which members might draw for their own development needs.

Mr Jarvis warned the conference that this last resolution had no point at a time when teachers unions—especially in Britain—had little money to spare for new expensive organizations. He said teachers should be careful not to set up yet another body that had to rely on the United States and Canada for funds.

Britain was represented at the Washington conference by 11 delegates and one observer. The English delegation included Mr Fred Jarvis, general secretary of the NUT, Mr Tom Driver and Mr J. Hendy from the National Association of Teachers in Further and Higher Education. Scotland had one delegate, Mr George McFadzean, from the Educational Institute of Scotland.

Other countries represented included most of Western Europe, a number of Caribbean and South American countries (including small groups from Honduras, British Virgin Islands and Costa Rica), several small African countries (Togo, Mali, Gambia), large delegations from Taiwan, Nigeria, Japan and Canada and representatives from South Africa, Rhodesia and Israel. There were no Arab countries represented, and no communist delegates. Poland and the Soviet Union both sent observers.

There was little that was contentious. The eight days of meetings and discussions avoided any divisive issue, and delegates said they found the conference pleasantly relaxed. Much of the credit for this, and for the smooth working of the largest WCOTP conference yet held, went to the hosts, the National Education Association, the largest American teachers' union.

Attack on UN 'hypocrisy'

A strongly worded attack on the hypocrisy of the United Nations and the "conspiracy of the majority" was made by Herr Wilhelm Ebert, president of the Bavarian Education Association and WCOTP president, in a speech to the National Press Club in Washington.

For too long, he said, teachers had portrayed the United Nations as a true champion of human rights, an impartial defender of every faith, and the major promoter of international cooperation. Tragically the grand promises had proved elusive, the rhetoric impractical and effective action virtually impossible.

"Disillusionment has now reached such a level that the gap between the theory we teach and the reality that exists is so deep that we can no longer afford to maintain our precarious and nearly hypocritical stance. We teachers must raise our voices everywhere confronting the oft unpleasant truth," he said, and if this meant taking political action they must not be afraid to use it.

"Every conceivable excuse was tolerated for not granting the basic human rights in many countries," he added. Teachers witnessed with deepest concern the United Nations "theatre" in which similar actions were condemned in some countries but ignored in others.

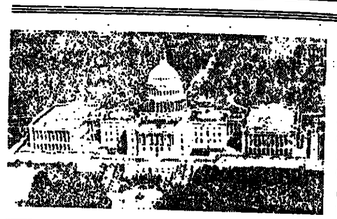
Diplomats seemed to be "just people lying for the state", following the principle "get the formalities right and forget about the moralities." Teachers could not and would not accept selective moral indignation and selective justice.

"We must struggle against a conspiracy of the majority in the United Nations. After all, the self-interest of the majority ought not necessarily be imposed on the world as though it were equitable and just. We have to react firmly in order to save the idea and the ideal of an organization representing an effort to consolidate the myriad interests of mankind under one roof, where reason not weapons dominate.

"Teachers were committed to the development of independence in the world. Their organizations were politically involved and committed to the betterment of their societies. It is perhaps one of the greatest tragedies of our times that politics has come to be viewed as a doubtful process, when it should be the expression of common cause for the benefit of society."

"We endeavour to teach our children to create the opportunities in which they can learn about the glories of honesty, integrity, democracy, international solidarity and peace, but what do we read every time we open a newspaper? Governments and international bodies behave dishonestly, undemocratically, selfishly and with duplicity and hostility."

The task of the world confederation was to retain its members' faith in the task they had accepted and to influence the world outside to correspond at least in some measure to the ideals for which they strove. This meant political action. This was not unprofessional. "It is the inevitable consequence of a world which has exploited dedication and denied the principles which it expects from its educators."



MICHAEL BINYON reports from America on the 25th assembly of the World Confederation of Organizations of the Teaching Profession

NUT chief raises alarm over OECD 'secrecy'

A sharp attack on the "peculiar style" of the OECD's education committee and its secret workings, was made at the conference by Mr Fred Jarvis, general secretary of the National Union of Teachers.

He said that if teachers had not exerted considerable pressure, their views would not have been heard at the major conference on education in Paris. Governments did not consult the unions properly beforehand, and before the Teachers' Policies conference teachers were apprehensive, and in some cases very suspicious of what the conference might do.

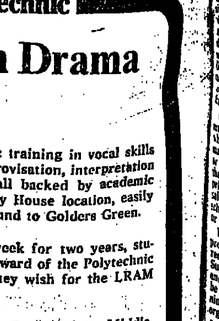
Mr Jarvis doubted that the Paris conference should ever have been held, and wondered whether reports by "experts" were the right way of dealing with issues.

The organization should consult representative interests more in education rather than resort to "experts", most of whom turned out to be academics. Academics—whom he had no grudge against—could not bring the same experience, concern and sense of urgency.

Lack of consultation was not the fault of the secretariat, but of governments, he said, and it was up to the teaching unions to put pressure on their governments following the conference. The OECD's assessment of teachers' problems—their broadening role as links between school and community and so on—had long been evident to the unions.

Some suggestions were contentious: cooperation between teachers and the community inside and outside school, cooperation with non-teaching specialists and teachers' aides, pupil participation, and the idea that teacher/pupil ratios were not very important.

Mr Jarvis said OECD thinking and studies were very important as they had considerable influence on governments. The organization had not intended to deal with teacher unemployment—an issue which Mr Jarvis said was of paramount concern to his members. It used euphemisms like "overbalance" and suggested there was a surplus,



Fred Jarvis

and in all discussions spoke "with the unmistakable voice of the economist".

The secretariat is now considering unemployment following a government's request at the December meeting. Teacher unemployment made nonsense of all that was said about the use of teacher aides and the use of para-professionals.

The main priority now was to employ all those qualified to teach. The OECD had to realize that apprehensions before the teachers' policies conference would be greatly increased with the growth of unemployment. No union would agree to non-professionals teaching while qualified staff were on the dole.

In any future OECD conference, Mr Jarvis said, there were compelling reasons why the teaching profession had to be strongly represented. "We must make it clear to the OECD that we expect no regulations or bureaucratic red tape to stand in the way of full participation by the WCOTP in all aspects of the conference and its preparation", he said.

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LETTERS

I've got those unemployed blues

Sir,—How times have changed! These days, if you see a smartly dressed young man with neat hair and sunglasses walking the streets of your town, newspaper tucked neatly under an arm, the chances are it will not be the bright young executive you might once have supposed. In all probability it will be an unemployed ex-student on his way, if he's lucky, to another interview.

The clothes and hair are an emergency change of image; the sunglasses are to avoid recognition by friends and relatives (it's a demoralizing business) and the paper is likely to be the *TES*, permanently creased at the appointments pages. Furthermore, there's something like a million to one chance it's me.

I'm writing to you now on the celebrated occasion of my fiftieth job application. I'm thinking of having a party and inviting all prospective employers (please bring a bottle and some sandwiches).

You might think that with nearly two degrees (one science, the other education), an ONC 2, an industrial apprenticeship, three "A" levels, a tie of English, eight O levels, a Schools FA Football Proficiency Certificate, five years' employment experience, and a keen sense of the ridiculous to my name I should not have too much trouble finding a job. Particularly as I actually want one—I have a wife, a foetus, and a branch of the Midland Bank to support.

But not so. Despite putting my aspirational eggs into as many employment baskets as I can find, and being registered with every relevant agency in sight (including, I regret, the DHSS), I am nevertheless steadily approaching destitution not to mention complete demoralization. I am even being told by some that I am over-qualified. Twenty-six applications are outstanding—half of these I fear by now lost forever in the murky depths of abandoned in-trays; I have twenty-one rejections to my name, three jobs ceased to exist as soon as I applied for them, and two employers offered interviews at such short notice that I couldn't attend (since I was attending elsewhere) but refused to rearrange them. I have actually attended three other short-list interviews, and been second choice twice. But they don't pay you for that.

Meanwhile I spend a fortune on stationery and postage, and two complete days a week finding, writing for particulars of, wading through same, and typing applications for vacancies. Further, my typewriter shows positive symptoms of going berserk very soon: it seems locked on a permanent pattern of "Dear Sir, I would be grateful for further information and an application form in respect of . . ." whenever I sit at it.

We hear a lot about unfortunate school leavers who cannot find school employment, but they can at least seek further qualifications quite readily and are generally not in desperate need of maintenance. But what about a cheer and a crust for those (not just teachers) whose brains have reached absorption limit and who have families to support?

Perhaps my case is not unusual. Could the *TES* not organize a national competition to see who has the most unsuccessful applications, with specially-created Civil Service jobs as prizes? The one with the most rejections could be given an Under-Secretariat in the DES. . . .

NIGEL R. PEACE,
7 Sutton Lodge,
Clandon Road,
Guildford, Surrey.

Westminster double think

Sir,—A bad telephone connexion must account for the fact that Paul McGill in his article on "Ulster leads fight to keep selection" has two serious misstatements of fact. The first is that Ulster heads are fighting to keep selection. They are not. They are fighting to avoid the application of a universal system of comprehensive schools for Northern Ireland imposed by Westminster—a very different thing.

Eighty-two voluntary and local authority schools responsible for the education of over 50,000 pupils between 11 and 18 years of age and representing both Roman Catholic and non-Roman Catholic interests drew up an agreed document on a system of transfer of children from primary to secondary schooling. It was based on parental choice and subject choice. It did not involve a formal examination for selection at 11-plus. The consultative document totally ignores this contribution and proceeds to propose a system of comprehensive schools. The Governing Bodies Association and the Ulster Headmasters Association are entirely opposed to such proposals and will fight them.

Further, I personally did not say, as reported, that reorganization should "eliminate religiously segregated schools". This point I made was that the Westminster government has sponsored a document in favour of comprehensive schools while recognizing in the proposals that "there are effectively two school sectors in Northern Ireland the Roman Catholic and the non-Roman Catholic sector". Such basic perversion of the meaning of "comprehensive" reveals political hypocrisy at its worst.

It is a sham for Westminster to say we want to consider comprehensive schools for Northern Ireland while recognizing from the beginning the non-comprehensive nature of their proposals. This is especially so when 75 per cent of Ulster's grammar Schools are under voluntary control and many parents do not want comprehensive schools throughout Northern Ireland.

Contrary to what is stated in the article I, personally, have no wish whatsoever to eliminate schools managed by religious denominations or by other voluntary interests for that matter. I uphold the voluntary principle in management. Let it be said by the way that no voluntary school has any restriction of creed or class in the intake of its pupils. It was attacking Westminster's unrecognizing two separate systems, such double thinking is illogical and dishonest. Ulster education will be the worse if this kind of planning were to be the basis of reorganization. It must be rejected.

FROST,
Head,
Sullivan Upper School,
Holywood,
Co. Down.

More care, less assessment

Sir,—Patricia Goldacre has drawn our attention to one of the central issues in the reception of children into the care of the local authority: the place of residential assessment (July 23). From the standpoint of a teacher she gives an accurate picture of the wide ranges of ability and disturbance presented by children in a reception and assessment centre. She outlines the essential teaching skills needed in short-term work with troubled children removed from home, and describes some of the delicate approaches made to the children in her class.

The author emphasizes that the children in assessment centres are among the most disadvantaged in the community. Undoubtedly this is true, and there are comparatively few children who are not embraced by the categories listed. But too often our vision becomes limited as we get caught up in this catalogue of disadvantage, thereby failing to see the broad areas of normality and the springs of youthful vitality which lie not far beneath the surface. Of primary importance is Patricia Goldacre's comment that we pay insufficient attention to the effect upon children produced by a loss of continuity in relationships and uprooting from familiar surroundings.

Children may thus be expressing areas of their distress not directly related to the problems which occasioned their removal from home, for example exaggerated developmental pangs in the face of an environment largely geared to standing still and observing rather than allowing for natural exploration and growth (and we must remember that children and young persons are primarily developing beings and not objects for assessment); and the reaction to removal from home, the semi-public demonstration of failure in their former way of life and the new experience of group living among those with perhaps greater emotional, educational or social difficulties. Frequently adults do not understand the significance of these influences on behaviour.

The article presupposes a great deal which remains open to question, namely, the value of residential assessment, the nature of the process and the reliability of the outcome. It is too easy to accept the normality and the inevitability of what Patricia Goldacre depicts and, contrary to what she says, there is a growing body of literature. Much of this demands that we examine with increasing rigour the precise nature of the task in which we are engaged.

Too many local authorities have become locked in a fixed position regarding residential assessment. The accompanying table indicates the growth of reception and assessment centres from 1962-1973:

	Number of places occupied on March 31 each year
1962	1,532
1963	1,627
1964	1,725
1965	1,785
1966	1,949
1967	1,892
1968	2,104
1969	2,213
1970	2,366
1971	2,627
1972	2,705
1973	3,018

These figures do not include children in the former remand homes and classifying schools, both of which undertook residential assessment. Are we here fulfilling a need or creating a need? Have other forms of assessment in the children's own homes and at day centres been sufficiently explored? With the soaring costs of residential assessment, with the doubtful value of the whole uncomfortable, distressing and seemingly unreliable process, it seems a time for a great deal of lateral thinking.

There will always be a place for reception centres: children will need temporary shelter in the face of personal stress and family crisis, for their own protection or for the protection of others. I am not certain, however, that we should yet put great faith in our abilities to make decisions about the future of a child in the framework of care provided by residential assessment centres. Certainly, any decisions should remain open to modification and, at the point of conflict, we should always leave room for manoeuvre.

LEONARD F. DAVIS,
Lecturer in social work,
Brunel University.

Tapes are tops

Sir,—You comment (July 30) on an article in the journal of the Modern Languages Association which criticizes the use of tapes in O level French oral tests. One of the authors of the article was a member of the team of examiners appointed by the JMB this year to assess the tapes submitted for Syllabus B in O level French. The examiners taking part in this work are asked to refer to the chief examiners any tape which they have had difficulty in assessing because of extraneous noise, etc, and you may be interested to know that the chief examiners for their part did not experience any great difficulty in interpreting the tapes referred to them by the examiner in question.

Indeed, if the writers of the article are "appalled at what could go wrong", our chief examiners, who sample the whole field widely each year, are greatly impressed by the extent to which things go well.

The great drawback of the system of oral tests conducted by external examiners, which the writers of the MLA article clearly prefer and which, incidentally, continues to be available in Syllabus A for those who prefer it, is that of necessity no trace of the candidate's performance survives the test.

Tapes, on the other hand, provide lasting evidence both for the initial assessor, who has complete freedom to play back sections if he is in doubt on any point, and for the chief examiners who in their coordinating function have available not only the individual assessment but the work on which it is based. In turn, the increased reliability of the system using tapes makes it possible to increase the weighting of the oral examination (35 per cent of the total marks for Syllabus B as against only 13½ per cent for Syllabus A).

RICHARD CHRISTOPHER,
Secretary,
Joint Matriculation Board.

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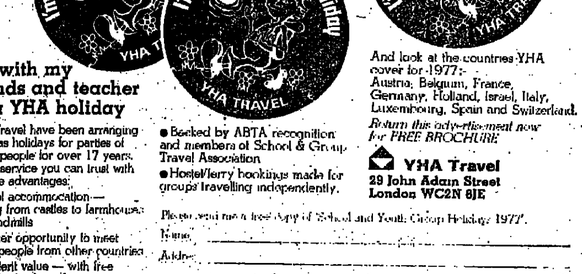

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SPORT

World beater at 14

Ross Hepburn, a 14-year-old Edinburgh schoolboy, created a new junior world record in the high jump when he cleared 6ft 8in at the Amateur Athletics Association's championships at Crystal Palace, on Saturday. Another inch would have ensured him a place in the records as the youngest ever senior AAA champion.

Ross, a pupil at Forrester High School, came fourth behind the first three, all of whom cleared 6ft 9in. He has been helped on his way by the training at senior level given him in England.

The Scottish Amateur Athletics Association have, up to now, regarded him as a junior allowed to compete only against his own age group. This meant travelling south on average once a month at a cost to his family of between £20 and £25 a time. Edinburgh Athletics Club have helped his training stint of two hours a night five nights a week.

But now, Mr Bob Dalgleish, president of the SAAA, has conceded that to encourage him Ross will be allowed to meet seniors in Scotland. He foresaw no problem in allowing him to compete in the Edinburgh Highland Games at Meadowbank Stadium on Sunday next.

With the proliferation of PE degrees "it is conceivable that the theory and practice of physical education will grow inalienably apart", writes D. H. Williams, senior lecturer in PE, Chester College

Whither the great paper chase?

It is good that there will soon be a proliferation of degrees in physical education if only to dispel those cobwebs of thought that still envisage physical education as some forms of "PT" and the physical educationist as a second-class professional, a little above a groundsman.

One wonders, however, whether those who fought so hard for physical education degrees would be satisfied with the developing format and underlying trends. The fear is that to gain academic credibility physical education is being fragmented by the isolated study of scientific subjects each of which could fail to instill the essential ethos of the complete faculty of physical education and might even convey a distorted picture. If those responsible for promoting individual courses are themselves not qualified in physical education the situation is aggravated often through indifference, plain error of focus, or antipathy towards the practical components.

Much thought is required in presenting a practical subject like physical education in an academically viable form. Some of the syllabuses offered give the impression that physical education is almost totally a laboratory, or lecture room, affair.

This might be relevant for a candidate aiming to join that small, but growing, nucleus of researchers, but it is hardly likely to attract the hard core of those who turn to physical education because they enjoy the practical aspects, have the ability to study it in depth and wish to return to the practical environment to sow seeds of enthusiasm and enjoyment in others. It is conceivable that the theory and practice of physical education will grow inalienably apart.

With a contracting budget and a growing scrutiny of the validity of degree courses by school leavers it is imperative that physical education degrees should have immediate currency in a well-established, or fast-developing, milieu. Education will, no doubt, continue to attract the largest number of physical educationists and the best teachers; presumably the growing field of research will attract the best brains, though not always those who are best able to impart their knowledge; and recreation, with sports centres springing up like Jason's Argonauts all over the country in spite of the squeeze, the best administrators.

A common denominator to all these career prospects is contact with young people in one form or another. Present degree courses fight shy of providing this contact sooner rather than later. No amount of knowledge can replace that essential pupil-teacher experience which, if over-delayed, could prove traumatic when it does arrive.

Some form of contact with groups of children would be a welcome prerequisite to registration on a degree course, certainly for those who expect to teach physical education. It would also be sound economy. Too many newly fledged teachers are not sure if they wish to teach after three years of training; a few even opt out after qualifying.

Physical education is at that stage where the best of previous years' experience—years that must now be regarded as transitional and trial-and-error—can be garnered into the matrix of a degree as fine as can be engineered, regardless of external pressures which too readily overlook the academic-in-the-practical and recognise only the purely academic.

A further concern is the nature of the impact of a large influx of physical education graduates on the teaching profession. It is hoped that a two-tier system of meritocracy will not be incipient. Yet what defence is there against an uninformed attitude which regards one piece of paper superior to another although the training for each could be near identical?

It is time the physical education profession stood up for its subject less shamefacedly and made others appreciate its value to the population, especially the young. The general evidence of coronaries, overweight and unfitness would imply a more emphatic preaching of a gospel of physical education as an education of the whole person for the whole of his life, not merely a "play-way" during the formative years.

To that end, all three-year certificate trained physical education specialists are deserving of at least a suitable general degree. This would dispel the view that to be absorbed in and committed to practical physical education is infra dig—especially among colleagues whose only additional attribute is that they are entitled to wear cap and gown.

In brief

Clearing house

From September 1 all applications for courses leading to the Certificate of Qualification in Social Work will be handled by a new clearing house set up by the Central Council for Education and Training in Social Work. The clearing house adjoins the council's regional office at Rugby.

Traffic exam?

Mr John Byrne, the newly appointed officer for the schools traffic education programme in Colchester, Essex, wants traffic education put on the curriculum of all schools. It should, he says, include motoring economy, traffic laws, insurance and mechanics and should eventually become an examinable subject for CSE.

£2,000 for probe

A grant of up to £2,000 has been awarded by The Nuffield Foundation to the socio-legal studies section at Sheffield City Polytechnic to support an investigation by members of the socio-legal studies section into the service provided by the Sheffield Free Legal Information Service.

Concrete facts

The Cement and Concrete Association is to run two intensive five-day courses for teachers to demonstrate the creative and practical potential of concrete as an educational medium. The courses will be held from September 26 to October 1 and from April 17-22. Inquiries to the Registrar, Cement and Concrete Association Training Centre, Fulmer Grange, Fulmer, near Slough, Berks.

People

Mr Christopher Jolliffe, who has been acting director of the Leverhulme Trust Fund, is to be director until September 30 next year when Dr Ronald Tress, master of Birkbeck College, London, will take over.

Mr Thomas Honess is to be the new chairman of the Rubber and Plastics Processing Industry Training Board, which Mr Albert Booth, Employment Secretary, has reconstituted for the next three years. Mr Honess is chairman of GKN Sankey Ltd.

Universities

Mr J. Nelson Norman, reader in the department of surgery at Aberdeen University, to a chair in environmental medicine.

Dr D. E. Blackman, senior lecturer in psychology at Birmingham University, to the chair of psychology at University College, Cardiff.

10/11	12	13/15	16	17
Kirkdale School	Arts features	Books: sex; biography; education; history; technical textbooks	Resources: music	Talkback: sixth forms Rumantsch

Learning to survive

Keith Wheeler examines some of the latest initiatives for improving environmental education

The United Nations Conference on Human Settlements which took place recently in Vancouver aimed to find ways of improving the lot of people living in rapidly expanding urban environments and in particular solving the overwhelming problems of Third World cities. Such a subject inevitably attracted comment and controversy.

It is not unusual for UN conferences of this kind to make token genuflections towards education. But another international meeting on environmental education, which also took place recently, did more than this. It was the Belgrade workshop on environmental education in October, which formed an important part of the Unesco/Unep environmental education programme. Such an important effort deserves attention.

Both Habitat and the Environmental Education programme stem from resolutions made at the Stockholm UN Conference on the Human Environment in 1972. This was the first time governments agreed to collaborate to prevent the deterioration of the environment. One practical outcome was the setting up of the United Nations Environment Programme (Unep), with headquarters in Nairobi. Unep has the task of coordinating and supporting worldwide environmental research.

Another outcome of Stockholm was Resolution 96, which called for "an international programme in environmental education, interdisciplinary in approach, in-school and out-of-school, encompassing all levels of education and directed towards the general public, in particular the ordinary citizens living in rural and urban areas, youth and adult alike, with a view to educating him as to the simple steps he might take within his means to manage and control his environment". This resolution gave rise to the environmental education programme—probably the UN's most ambitious attempt so far to influence educational policy among member states.

Four million dollars have been allocated for the three-year programme, sponsored by Unesco and Unep, which started in January 1975. Its development falls into three phases. The first, now completed, consisted of surveying the needs and priorities for environmental education by a questionnaire to member states. In addition, Unesco consultants went on fact finding and advisory missions to countries in the developing world. (Britain was one of the few countries which did not reply to the questionnaire.) At the same time 14 international experts in environmental education were asked to prepare papers on aspects of world environmental education.

The highlight of the first phase was the Belgrade workshop, in which representatives from more than 80 countries revised the papers in the light of the needs and priorities survey and made recommendations to promote worldwide environmental education. These discussions left nobody in doubt about the serious interest of developing countries in environmental education, and dispelled the myth that concern for quality of the environment is an indulgence only rich countries can afford. Indeed, what became clear was that *all* nations were "underdeveloped" where environmental education was concerned.

By unanimous agreement at the workshop, the Belgrade Charter for Environmental Education was drawn up, setting out the goals for environmental education and calling for a new global ethic which "espouses attitudes and behaviour for individuals and societies which are consonant with humanity's place within the biosphere". There was little in the charter which had not been suggested before by environmental educationists in Britain. What was new, perhaps, was the recognition that environmental education could only be successful in a world community which abolished economic inequality between nations. Hence the charter stated: "The resources of the world should be developed in ways which will benefit all of humanity, and provide the potential for raising the quality of life for everyone."

British educationists should not be put off by this international jargon. Despite its infelicitous phrasing, the charter gives a framework for environmental education worth considering by those who accept the need to "develop a world population that is aware of, and concerned about, the environment and its associated problems and which has the knowledge, skills, attitudes, motivation and commitment to work individually and collectively towards solutions to current problems and the prevention of new ones". The charter's guiding principles are that environmental education should:

- Consider the environment in its totality; natural and man-made, ecological, political, economic, technological, social, legislative, cultural and aesthetic.
- Be interdisciplinary in its approach.
- Emphasize active participation in preventing and solving environmental problems.
- Examine major environmental issues from a world point of view while paying due regard to regional differences.
- Focus on current and future environmental situations.
- Examine all development and growth from an environmental perspective.
- Promote the value and necessity of local, national and international cooperation in the solution of environmental problems.

However desirable the goals and principles of the charter, they remain ineffectual declarations of intent unless some means is found of implementing them.

The other important result of the Belgrade workshop was that more than 100 recommendations were made proposing action. Here, as with all international conference proposals, they were phrased to encompass the varying political and cultural views of the contributing countries. Nevertheless, they identified steps to be taken towards obtaining funds, staff and curriculum innovation.

The second part of the Unesco programme begins this autumn, when the recommendations are reviewed at seminars in the major world regions: European, North American, South American, Asian, and Arab. The European regional seminar, the last to take place, is in Helsinki during January 1977. At the same time Unesco and Unep are supporting 25 pilot projects: five from each region. Two are beginning in France, and in Britain the Town and Country Planning Association's education unit has won approval for a project "Research and Training in Urban Environmental Education".

Other regions will produce publications, such as an analysis of the needs and priorities survey; descriptions of case studies; and an international environmental education handbook. Each region will also consider the setting up of a resource centre for environmental education. An international network of communication is being organized by Unesco as part of the Unep international referral system, to exchange ideas and information. This already includes more than 4,000 names of individuals and organizations. An important feature of the network is the distribution of a quarterly newsletter, *Connect*: the first issue contains the text of the Belgrade charter.

British environmental educationists can make a decisive contribution to this important second phase of the programme. At the European regional seminar it should be possible for this country to introduce a welcome practical note into the proceedings. However, Britain cannot afford to be complacent about its own achievements which, although considerable, rest largely on the work of individuals and non-government organizations, and the dedicated campaigning of teachers' organizations such as the National Association for Environmental Education. In particular, funds for this work are dangerously short. Britain's national coordinating body, the Council for Environmental Education, is threatened with closure for lack of money. Fund allocation is an important item in the Belgrade recommendations.

The culmination of the third phase of the programme will be a world conference on environmental education, to be held in the USSR during spring 1977. The conference will press governments to adopt national policies on environmental education as part of an internationally agreed approach. Afterwards efforts will be made to implement recommended policies, support experimental programmes, and design new pilot projects involving innovative methods, materials, and activities.

Like other international attempts to devise a common course of action, this one has its share of organizational, language, and political difficulties. Nevertheless, it embodies a great deal of hope for the future, because in the long run survival of us all on this planet still depends on education winning the race against catastrophe.

Keith Wheeler, a member of the Unesco/Unep environmental education working party and co-editor of *Insights into Environmental Education*, is on the staff of Leicester Polytechnic, Scraptoft Campus. For more information about the Unesco environmental education programme write to the Environmental Education Unit, Unesco, 7 place de Fontenoy, 75700 Paris. The second issue of *Connect* contains details of the regional plans, projects and meetings. The Belgrade recommendations and *World Trends in Environmental Education* will be published shortly. The Department of Education and Science is coordinating Britain's contribution to the Helsinki meeting; further information can be obtained from the Secretary, Council for Environmental Education, School of Education, 24 London Road, Reading RG1 5AQ.

Almost free school

Kirkdale is a small school in south London started by parents disenchanted with the state system. Story by Tim Albert, pictures by Mark Edwards

It used to be the drawing room of one of those genteel South London Victorian villas; later, part of a doctor's surgery. Its walls are blanketed with bright orange paint, and the room itself is full of the debris of apparently happy children.

One table, lined with back copies of *The Guardian*, is full of poster paints. Another is strewn with open books, obviously part of a project on how Armstrong landed on the moon. On the wall a pouch contains an exercise book and some instructions: "Alistair. Write two short stories. Illustrate two proverbs. Check your spelling, grammar and writing. Write out any misspelt words and learn the correct spelling." On a window ledge are tadpoles and newts, a microscope, a battered typewriter, more books. On the blackboard is a recipe for lemon curd.

The room is now the schoolroom for the older children—the hornets—at Kirkdale, an independent, fee-paying, sort-of-free small school in Sydenham, south London. As well as a number of similar rooms inside, there is a splendid garden, just this side of kempt. A small copse, mainly of sycamores, has been colonized by the children, and capped with an elaborate system of aerial walkways and pulleys. There are three sandpits, a rather weedy vegetable patch, Biggles the rabbit in a hutch, and some bantams living in an old freight crate from New York.

It is the kind of place where everybody is known by their first names and every decision seems to be taken at a public meeting. Kirkdale is a registered friendly society run by a board of parents/directors who hold twice-termly meetings.

The parents as a whole tend to be middle class, if not by life-style at least by origin or occupation. They include architects, teachers, a haulier, some actors; tend towards the type who read *Time Out* and *Private Eye* (which is where Kirkdale has been advertised); call their children Timmy and Justin and Poppy; live in the area and spend quite a lot of time helping at the school; and can afford the fees of up to £130 a term.

It is also the kind of place where the little lady who helps with the washing up will come up and tell you that the trouble with most (other) schools is that they are still too concerned with "kings and queens" and not concerned with "the world we are coming into". And it is also where the kids (it seems wrong somehow to call them children or pupils) come and demand to be interviewed.

Alistair turned out to be the chief spokesman, an articulate 11-year-old who had settled down at Kirkdale after swift careers at five Scottish primary schools. After explaining his reservations on the "standard of primary education in England" and the "erratic service" provided by London Transport (not to mention firing hugely complex technical questions at photographer Mark Edwards), he explained: "I was a bit bored before. Now I have more communication with the teachers. I couldn't get on with them before. They kept on dictating to you what you had to do."

Kirkdale was founded 11 years ago by John Powesland, a grammar school classics master, and his wife, Susie, a primary teacher. They got the lease on the house, drummed up support from a few parents, and started with a total of four children, including one of their own.

"We had two main sets of aims", says Susie. "One set was for the belief in self-regulation for children: that they are likely to be more adaptable and mature. The other was that we were a group of parents who didn't want to hand over responsibility to the 'experts' in the education system."

John says, "We weren't happy about the state provision of education for our children. It seemed a silly system. A large number of children were put into a small room and it was dictated to them what they should do. . . . I couldn't see what sort of education this amounted to at all.

"Here we try to do what the children want to do, though of course we are limited and have to make certain compromises. So we offer them certain courses, and if they don't want to do any of these, we just leave them alone."

John and Susie are now back in the state system, though they still live in the flat upstairs, and John is secretary to the board of directors. Now, for the 30 children, there are four young teachers, plus Ros doing part-time music and Viv doing the cooking. Steve is 23, with an English degree from Warwick University and plans to go on to the Froebel to do a teacher training course "sometime over the next five years". Bronwen is 27, a trained teacher from Australia, and Romy is 29, qualified at the Froebel, and with her daughter at the school. Peter is 31, veteran of the London School of Economics, and communities in Turkey, the Hebrides, Paris and the south of France.

"There are no pretensions here", says Steve. "We don't have to assume superior roles." "I found it difficult teaching in schools where I had to be authoritarian", says Bronwen, "and impose things on the children. I feel more relaxed and happy teaching here—and I think the kids are happier, too."

There are, of course, rules and structure. Children need a road licence to be allowed to go to the sweetshop and, on the day I visited, all were reminded at an information meeting: "If people want to work you must not go up and interrupt them."

Meetings are crucial: there is one for the staff on Monday, the older children on Tuesday, the whole school on Wednesday, and an information meeting for everybody on Thursdays. There are also parent meetings twice a term.

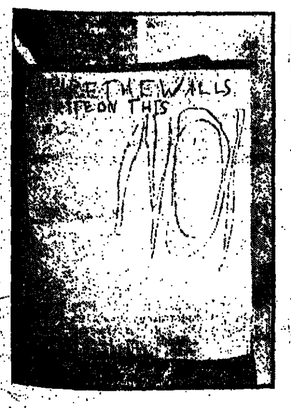
Similarly, there are patterns to the week. Romy, for example, takes the hornets. Every morning she concentrates on the three Rs until 11 or 12.30. Steve also comes in to help her. After lunch in a hut in the garden there is swimming on Monday afternoons, cooking on Tuesdays, carpentry on Wednesday, science and drama on Thursday, and outings, varying from museums to Chislehurst ponds, on Fridays.

"What I'm trying to do", she says, "is—through a close relationship with the kids—make them interested in learning, encourage them to find things out for themselves—and have a good time."

However, there are difficulties. One is the falling roll: at its peak there were 50 children, now there are 30. Susie is not too concerned. "It's partly the economic climate. People are more worried about making financial sacrifices. It has always been difficult to bring up children in a different way than we were brought up, and I suppose when times are hard it worries people that little bit more."

The other difficulty is much more serious. The house and grounds belong to the Quadrant Housing Association, who plan a 28-home development. Susie says optimistically, "Maybe Quadrant can be persuaded to change their plans, or maybe the council will find us an alternative. But most of the parents feel determined that the school should carry on, and if that's the case then I'm sure it will. The school has always existed on a very slim chance. I have the feeling that it will go on like that forever."

Information about the school is available from Susannah Platt, 33 Mackenzie Road, Beckenham, Kent; telephone 01-778 0562.



Melbourne. By Philip Ziegler.
Collins £6.50. 00 216510 4.

In that strangest of his poems, "Tomlinson", Kipling tells how a soul so amoeuic as to be incapable of any truly positive action, whether for good or ill, commutes between St Peter and the Devil, denied admission at either portal. William Lamb, second Viscount Melbourne would seem, from this arresting new study, to be the Tomlinson of English politics. Indeed, in his final assessment, Philip Ziegler quotes the very words from the *Revelation of St John the Divine*, in which Kipling, an inveterate bible broader, may well have found the germ of his curiously existentialist poem:

"I know thy works, that thou art neither cold nor hot: I would thou wert cold or hot. So because thou art lukewarm, and neither hot nor cold, I will spew thee out *of my mouth*."

It is, as Mr Ziegler remarks, "a fearful doctrine"—too harsh, he thinks, for final application to Melbourne. However, he is as clearly disconcerted as his readers are likely to be by the "thin streak of indifference" that "ran pallid" through his personality and made him "something less than a full man".

Whence this tepidity, this bloodlessness, that robbed him of real gusto for any earthly activities except, it seems, eating, flagellatory fantasy and clinging on to a power for which he could never find any constructive purpose? Too pat to trace it all to the protracted torment of his marriage. The cool, indolent cynicism that is the unmistakable Melbourne trademark sounds as clearly from the utterances of the idling young clubman as it does from those of the perplexed middle-aged premier. Some nerve-ends and responses must, it is true, have been cauterized beyond recovery by the emotional calvary of any association, let alone marriage, with such as Lady Caroline Lamb (née Ponsonby). Mr Ziegler adds mercifully few to the millions of words already spilled out over the Byron-Caroline imbroglio. He says of it, justly, that "though the libretto is clearly written by accomplished artists, the plot is that of a third-rate operetta", and remarks that Caroline lacked an "internal thermostat"—the understatement of the year.

But, debilitating though this marital catastrophe obviously was (its only fruit, a semi-imbecilic son, Augustus, who didn't quite make 30), there's no evidence that Melbourne's erotic drives were any less lacklustre than his notoriously *fainéant* political impulses. True, he was twice taken indignantly to court by husbands who, after busily condoning Melbourne's attentions to their wives (Lady Branden and Mrs Norton respectively) suddenly discovered themselves to be bitterly wronged when the supply of sinecures ran out. In the second case, George Norton's counsel, in reading out Melbourne's correspondence in court, detected volcanic passion in as bald a series of notes as can ever have been sent by a man to a woman. He thereby gave the young *Morning Chronicle* reporter matter for one of his funniest early pages—Sergeant Buzfuz's analysis of the aphrodisiac connotations of "Chops and Tomata sauce".

Melbourne, protesting innocence, got off both times. Mr Ziegler believes him. He is probably right to do so, and to think that what Melbourne was really after was "a protracted flirtation . . . with the agreeable trimmings of a romantic liaison . . . ." It was not Mrs Norton's body that he wanted but the idea of her body. . . ." The classic Shavian philanderer in fact—intoxicated by sex in the head, but quite unmanned when it comes towards the bed.

Would thou wert cold or hot

Martin Fagg on a new study of Lord Melbourne

But if the lover was no great shakes, what about the politician? It is here that Mr Ziegler's trenchantly written and scrupulously researched book scores decisively over earlier biographies. The current popular image of Melbourne is largely that moulded by Lord David Cecil's two mellow and elegant, but also rather shallow and ill-balanced studies, *The Young Melbourne* and *Lord M.* Lord David was primarily interested in Melbourne the private man: in his legendary charm and social address; the wit and resource of his conversation; and, above all, in the sentimental autumnal relationship with Victoria, which made him for four years virtually her papa-surrogate. He ignored the political side of Melbourne's life except as it threw light on the evolution of his character. Lord David's portrait was a Winter-halter: Mr Ziegler's is a Sutherland.

For it is, after all, as Home Secretary (1830 to 1834) and as Prime Minister (for a few months in 1834 and then again from 1835 to 1841) that Melbourne claims our attention today. How does he make out? On the whole, very poorly—the only consistent feature of his career its staggering lack of initiative and imagination. In apologizing for him (and he has to do so pretty often) Mr Ziegler writes:

"Melbourne was a child of his age and it would be futile to search among his actions for any evidence of especial enlightenment or a willingness to challenge the *mores* that governed his society."

But Melbourne was such an inadequately *backward* child of his time. Sceptical of the need for parliamentary reform even in 1830, an odiously repressive Home Secretary utterly indifferent to the appalling hunger and misery on the land both in England and Ireland, he seems now almost a parody of extreme reactionary inertia. A High Tory sailing under the most spurious of Whig colours, he was, once Prime Minister, equally strong for drift and resolute for inaction, looking apathetically on as the Lords massacred the few mildly reforming measures that his chronically dissident administration sent up to them. He blurred and muted and gelded every issue he ever touched, his one great ambition, as he himself admitted, is "shuffle off" everything and to do as little as possible about as much as possible for as long as possible.

As head of the government, Melbourne seems to have had no other real aim save the preservation of himself *in* government—the sole feather in his cap (admittedly a showy one) the Municipal Corporations Act of 1835. The only wonder is that, after 50 years of agreeable idleness, spent mostly in reading, chatting and guzzling, he should have found the exercise of political power worth the stress. Maybe, like that other tireless day-to-day tactician, Harold Wilson, he found unfailing zest in seeing just how long he could go on trending the rightrope without making that one fatal, irretrievable slip. Certainly, as a kind of embodied emollient, conciliating the wildly clashing temperaments of both his Cabinets, he was in a class of his own—the most effective political sedative till Stanley of Baldwin.

But the final verdict must be as lukewarm as his own temperament. On Gladstone's death, John Dillon said of him splendidly: ". . . the lapse of years seemed to have no influence to narrow his sympathies or to contract his heart . . . and to the last no generous cause, no suffering people appealed to him in vain". The mirror-image of Melbourne, to whom few suffering people, whether discarded mistresses or starving peasants sentenced to transportation or the gallows for the most venial offences, ever appealed *except* in vain. All were turned away with the same frigid, slightly embarrassed laugh, or with some casually insolent *mot*. His most fitting epitaph was indeed more than a hundred years after his death: "He Couldn't Have Cared Less."

Perhaps the most repellent single spectacle in a career that affords many is of this immensely rich man, who could never bring himself to compassionate the lot of labourers living on a few shillings a week (and indeed thought their complaints both seditious and unreasonable) crawling to the Queen for a pension of £3,000 a year. The request was, one rejoices to note, fairly summarily refused.

A "charming" man maybe—but in every area of human impulse that really matters, a profoundly unengaging one.

Dirty people of no name

Keith Harling on the English Civil War

The English People and the English Revolution 1640-1649. By Brian Manning.
Heinemann £9.50. 435 32565 5.

Brian Manning has crammed as many statistics and quotations into one book as would suffice a frugal historian for half a dozen. It is astonishing that we have had to wait until now for an account of the role in the Great Rebellion of those whom Clarendon called "dirty people of no name".

Manning scotches the notion that the civil war was a jousting match between gentlemen and argues that the people (by which he means shopkeepers, craftsmen and yeomen, the "middle sort of people" between the dependent poor and the selfish rich) were the pacemakers. Their armed demonstrations forced parliament to declare total and sacred the nobility and gentry into supporting the king. (One such demonstration was the origin of the nicknames "roundhead" and "cavalier", which were taunts exchanged between short-haired demonstrators and long-haired redcoats protecting the House of Lords.) They were the backbone of the parliamentary army and their social grievances turned the civil war into a class war against the landed rich.

He supports his new model Marxist interpretation with rich documentation from pamphlet literature. His book consists as much of quotations as does that best-seller of the 1640s, Burton's *Anatomy of Melancholy* and whole pages are made up of unattributed quotations laid end to end (many of them very telling, for like his master, Christopher Hill, he picks them out with tweezers). It is, therefore, annoying that his publisher has put the notes at the end of the book so that one has to look there several times a page to see who is author of a phrase that has caught one's eye.

From 1640 to 1642 London was like revolutionary Petrograd, its Smolny Institute was a network of ward committees which sent thousands of armed men to parliament whenever a critical vote was pending in order to intimidate MPs who were enemies of "the good party". They could be mobilized in a moment. In May 1641, for example, MPs heard a loud cracking noise. Some drew their swords. One shouted that he smelt gunpowder. All ran out, yelling that the King was trying to blow them up. Immediately every shop in London shut, and 10,000 citizens in arms were on their way to defend the Commons against a papist plot. It emerged that the noise had been the cracking of a few laths in the gallery, caused by a fat MP who had leaned over to pick up a piece of paper.

Even reforming MPs were alarmed that the lower orders interfered in the politics of their betters and the King had dreams that approutices, cobblers, fruiterers "and such-like trash" were breaking into his bedchamber. Drapers, yeomen and even oyster-wives were preaching sermons. Where would it end, asked the bishops in the House of Lords, but in a Munsterian holocaust of communism and free love?

London, with eight per cent of the country's population and 16 times more populous than any other English town, rightly has pride of place in this book, but Manning also documents the less familiar story of provincial resistance to swansmen and peasants to royalist conscription. Except in the extreme north and west, feudal allegiance went for nothing. When the Marquis of Hertford issued a commission of array in Somerset, 40,000 men armed with pitchforks and supplied with provisions turned out to oppose him. Lancashire men, unmoved by loyalty to the House of Stanley, furnished themselves with clubs and gathered in groups of 10,000 to fight against "that bloody tyrant, the Earl of Derby". There were even cases of tenants of royalist landlords who went on a rent strike and petitioned parliament's help.

Brian Manning describes the social and economic grievances such people might have felt, but one cannot go on to say that they rejected the King's recruiters because they hated their landlords. Most of them merely wished to avoid fighting and were frightened by the bogey word "papist" which parliament had put upon the royalists. *Before* remark comes to mind, that a hundred thousand Englishmen would spring to arms to fight against popery without knowing whether it was a man or a horse.

I also doubt whether the London demonstrations, apparently riotous yet assembling and dispersing at the most convenient moments for the "great contrivers" in parliament, can have been the spontaneous work of "the middle sort of people". The matter cannot be settled. The leaders of the crowds manipulated crowds cleverly but we should not have known had not one of them, Cardinal de Retz, explained in his memoirs how he did it. In any case, the Lords and a minority prevented the King, the Lords and a majority from Commons from delaying what most MPs wanted to pass. They acted as a guillotine motion.

Brian Manning's arguments will be debated for a long time by historians of the seventeenth century, especially those of "the good party"; but his material will be used even longer as an indispensable source.

Ralph, this is Katherine

Margaret Drabble reviews a new novel about teenage sex

Forever. By Judy Blume.
Collancz £2.95. 575 02144 6.

American teenage sex has bewildered English adolescents for generations. In the 1950s, the mystery phrase was "heavy petting": this was an activity, never explained, which was on the borderline of the permissible, and which has been considered responsible, in retrospect, for the impotence or frigidity of millions. Even the lobotomized generation of each storyteller is different and it is refreshing to find Katherine Tait eschewing the details of Russell's sexual adventures for the simple reason that, as his daughter, she did not know such about them.

Sadly, Mrs Tait appears to have neither her mother's generosity of spirit nor her father's rationality. Up until the end of Russell's life, she has received public acclaim, she appreciate his greatness although she apologizes emotionally on the last page for all her "hate and complaints" they none the less pervade the book. She resents the self-effacement she feels was forced upon her by her father's touching thirst personal desires should bow to the good of the human race, and time and again mentions being embarrassed by her parents' behaviour.

Perhaps it was inevitable that an agnostic father and a mother interested in everything but household chores should rear a daughter whose husband took up the ministry and who yearns for the "warm security of ordinary life" in the feminine roles of housewife and mother.

But Katherine Tait is convinced that "if there was a failure" in her relationship with her father, "it was a failure of communication, not of affection". Both of them blame Bedales Hill (the school the Russells started to provide their children with the education they wanted for them), for bringing to an end the happy years together at Carn Voel, the house 10 miles from Penzance which is still Dora Russell's home and which her daughter—rather strangely from the photographs in the book—calls ugly.

"We lost our childhood happiness and received in return a fantastic education", is the way Mrs Tait sums up Beacon Hill. The classes were "never ever dull" and it was the excitement of learning—particularly in Katherine Tait's case, of science—that attracted children to the non-compulsory classes. She sees a distinction between A. S. Neill's philosophy that learning was less exciting than living and the Beacon Hill assumption that learning was living.

Life at Beacon Hill was austere. In Katherine Tait's memory, with bare light bulbs, cold showers and a choice between butter or jam on your bread and Bertrand Russell mentions the "undue proportion of problem children" who were not always kind to the younger ones like Katherine. For her it was an insecure time with fear of favouritism creating what her father acknowledged to have been an "unnatural distance" between her and her parents. She recalls having to cope alone with "night terrors, and loneliness", and her own "routine, identity and belonging-place". Yet she is very definite in her conclusion that such anxiety was "not too high a price for the intellectual excitement, the beauty and the exhilaration of learning we enjoyed".

The school lacked money, and the strain of worry and hard work and extended absences on lecture tours soon told in the Russell marriage. The philosopher took his children away from Beacon Hill and sent them to Darrington instead. Katherine Tait describes both this school and her later time at Radcliffe as a haven from the tensions at home of a broken marriage.

They were "barren years", spent torn between her mother's determined efforts to keep the school going on a shoestring and her father's new life in America with his third and elegant wife Peter. "Sometimes I felt we were never ourselves to them, but embodiments of a cause, first in their fight against convention, and then in their fight against each other", she writes bitterly of her parents. Perhaps she should look again at the years when her parents' marriage was flourishing, at her father's stories of the flying post-office of Pinky Ponk Tong and of the Duke of Wellington's tail, and at her mother's generous personality and sense of purpose.

Except for the early years, Katherine Tait was away from her father for long periods, and those who read this book for fresh insights into his personality will be disappointed. We learn that he had his own "hierarchy of distractions", ranging from "silly books" through public activity to his "really important" work, his philosophy, and "though *long* was to be shared, distress he considered private". To his daughter, as to his public, he was an aristocrat.

He was an aristocrat

Jill Turner on a new memoir of Bertrand Russell

My Father Bertrand Russell. By Katherine Tait.
Collancz £5.95. 575 02111 X.

Bertrand Russell is not a man easily summed up, and an authoritative account of an aspect of him but few could know is of obvious value. Katherine Tait's book is and claims to be little more than a reader's personal reminiscence. It is tempting but unsatisfactory to attempt a sociologist's speculation on Russell family life from the philosopher's own *Autobiography*, the version from Dora, his second wife and Katherine Tait's mother, in The Tamarisk Tree, Ronald Clark's recent *Life* and this new book. The preoccupations of each storyteller are different and it is refreshing to find Katherine Tait eschewing the details of Russell's sexual adventures for the simple reason that, as his daughter, she did not know such about them.

Sadly, Mrs Tait appears to have neither her mother's generosity of spirit nor her father's rationality. Up until the end of Russell's life, she has received public acclaim, she appreciate his greatness although she apologizes emotionally on the last page for all her "hate and complaints" they none the less pervade the book. She resents the self-effacement she feels was forced upon her by her father's touching thirst personal desires should bow to the good of the human race, and time and again mentions being embarrassed by her parents' behaviour.

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No mean feat

W. D. Howarth

A Short History of French Literature (revised edition). By Geoffrey Brereton.
Penguin £1.00. 14 02 0297 8

Dr Brereton's *Short History* was first published in 1954, and has frequently been reprinted; that this new edition leaves the text of its predecessors largely untouched is a tribute both to the accuracy of the author's factual information and to the soundness of his critical judgments. Discreet modification, of course, is practised here and there, but the principal innovations in the second edition are an up-dated bibliography (with approximately twice the number of entries, and a preponderance of items published during the last 20 years), and extended sections on contemporary literature. Here Dr Brereton provides a reliable account of what novelists, poets and playwrights were doing up to the late 1960s, and he also gives due acknowledgement to the importance of structuralism and the "nouvelle critique" as manifestations of French intellectual life.

To cover so much ground, and so well, in one modest-sized volume is no mean feat. Of course, comment occasionally suffers from over-compression: for instance, to call *Lorenzaccio* "an untidy mixture of penetration and platitude" seems unduly dismissive, and to label *Le Misanthrope* "comedy on a tragic plane" is too cryptic to be really meaningful.

There are also, naturally, cases in which Dr Brereton's evaluation of a work does not tally with one's own: for instance, his half dozen lines on *Madame Bovary* give no hint that many regard it as perhaps the finest novel ever written.

But such minor reservations are inevitable if this kind of book is to reflect the author's personality. And nobody could call *A Short History* a colourless catalogue; it is full of shrewd judgments, memorably expressed. ("To read [Verlaine's] verse for long is to feel like a fly drowning in a medium-sweet Sauterne", whose precision denotes the fastidiousness of the reader's taste no less than of the connoisseur's palate.) And such paragraphs as those on the nature of Racine's "poésie tragique", on La Bruyère as an imaginative writer, or on the psychological penetration of *La Princesse de Clèves*, should encourage even reluctant readers to try to appreciate the seventeenth-century classics.

Milchnährschaden

Langenscheidt's Encyclopaedic Dictionary of the English and German Languages, Part Two, German-English. Volume Two L-Z. Edited by Otto Springer.
Hodder and Stoughton £36. 0 340 15389 X.

The appearance of the fourth and final volume of Langenscheidt's *New Muret-Sanders* marks an important event in the history of Anglo-German lexicography. In all, the dictionary contains approximately 380,000 entries and must unquestionably be regarded as the most comprehensive and up-to-date reference work of its kind. Moreover, it seems likely to maintain this position for many years to come, especially as its only serious rival, the *Harrap Standard German and English Dictionary*, is still far from complete.

This fourth volume exhibits the same standards of excellence which characterized its predecessors. Apart from the vast storehouse of material which makes up the main body of the work, there are also a number of valuable appendices. These include an exhaustive list of German abbreviations, lists of biographical, geographical and Christian names, a table of weights and measures, a conversion table of temperatures and an explanation of German proof readers' marks; further sections are devoted to numerals and strong verbs.

Anyone referring to the main section of this final volume will immediately be struck by the wealth of colloquial, dialectal and regional usages recorded. Current East German words like "Plankommission", "Volkskontrolle" and "Weißling", are there. So, too, are oddities like the Low German "Stint", the Swiss "Franksame" or the Berlin "Stopke". Nor are recent coinages such as "Ober-ohne Badeanzug" or colloquialisms like "schaltfaul" omitted. Occasionally inconsistencies have crept in. For example, "Just" is listed both in the main section of volume one (German-English) and also in the list of abbreviations, whereas "Vopo" is to be found only in the latter.

Yet this is but a minor blemish in a work of such proportions. To browse in it is a constant delight—how odd, for instance, to discover that a medical term like "Milchnährschaden" has no simple English equivalent. For any serious student of German this dictionary must rank as an indispensable tool of his trade.

Derrick Barlow

Teaching teachers

David Bridges on in-service training

In-Service Education and Teachers' Centres. Edited by Elizabeth Adams.
Pergamon International Library. £6.50. 08 018291 7. £4.80. 018290 9.

The next three or four years offer tantalizing promise of rich new developments in the in-service education of British teachers. The promise lies in the sudden availability of substantial additional staffing in the form of 20 per cent of (what remain of) college of education tutors; in the acceptance, (post James) of the importance of in-service education to the professional development of teachers: in the encouraging signs of the readiness of different in-service agencies— i.e.a. advisers, teachers, centre wardens, institutes of education, colleges and others—to work together and with teachers in the service of teachers; and in the critical and creative spirit with which old approaches to in-service education are being examined and new approaches, especially in the form of school-focused in-service education, explored. The promise is tantalizing, however, because few can ignore the fear that financial stringency, like prolonged drought, will deny us the fruit or at least confine us to a reduced and shrivelled crop.

Betty Adams's book does not pretend to offer insight into this uncertain future but it does provide a useful means for familiarizing oneself with the story so far and with some of the issues raised by the recent history of in-service education.

The book takes the form of a collection of 11 papers by a variety of contributors on different aspects of in-service education, including an introduction and a final chapter contributed by the editor and entitled, somewhat grandiosely, "The Emerging Pattern". In spite of all the deference offered by contributors to the centrality of the teachers' perceived needs in the development of in-service education and in the face of John Brand's undeniable observation that the schools have the last word regarding in-service activity", the collection does not, unfortunately, include a single contribution from a practising teacher.

The character and quality of the contributions is varied and the collection has only limited internal coherence. In particular, the two chapters by Matthew Miles, drawn from a report on a conference on teachers' centres held at Syracuse in the United States in 1972, fit uncomfortably with the rest.

John Brand and Nanette Whitbread provide an instructive historical perspective before Stephens takes us into "some current issues". Of all the contributors to this volume, she shows the greatest sensitivity to the social psychological problems in in-service work. She appreciates the courage which it takes for a head, or a teacher, to expose and examine honestly what happens in her school or classroom; she understands the "professional taboos" which prevent judgment of one teacher by another and intrusion into the privacy of the classroom as also the ways in which "the isolation in which such professionals perform may create unfounded feelings of inadequacy or guilt"; and she understands how the self-reliance of the professional can be developed to such a pitch that it prevents her from accepting and tolerating the feelings of inadequacy which are "the price we pay for learning to do the job better".

Joan Dean's chapter on the role of the local advisory service is disappointing; first, because it is based upon a long account of teachers' needs" which presents these as the issue of elementary and unproblematic observation. It must be nearly 10 years since Robert Dearden showed the essential inadequacy of educational programmes and proposals constructed on such foundations. Apart from this, however, it is disappointing that the author has chosen to write almost hypothetically about what *might* be done rather than to give us the more graphic insight (that I do not doubt she has at her disposal) into the *realities* of the problems and conflicts of the adviser's role.

James Porter is mainly concerned to develop the concept of the professional Centre initially expounded in the James Report. His contribution is important not least in the emphasis it puts on the comprehensiveness of the commitment (eg, in terms of access to libraries, studios, laboratories, computers, educational technology, workshops, exhibition areas and social facilities) which a college needs to make in establishing such a centre if teachers are to be persuaded of its usefulness and not to be put off by the half-heartedness of the welcome.

Malcolm Skilbeck's chapter on "School-based Curriculum Development" is intelligent, sane and balanced. Skilbeck is critical of the "research—development—diffusion" approach to curriculum development and "its failure to grasp the central significance of teacher and pupil initiatives, teacher and pupil motivation and teacher-pupil relationship in the context of the school as a living institution". At the same time he has the perception to appreciate what some current enthusiasts for school-based curriculum development are in danger of ignoring—that "an effort to produce and disseminate materials at the local level may be just an inefficient and cumbersome way of repeating national level mistakes"; and that "local definitions of policy may halfheartedly attempt what is better done at the national level". It is particularly refreshing to find a writer in this context with sufficient breadth of vision to be able to warn of the danger, in a problem-orientated strategy in teacher education, that "distinctions will be blurred between what local practitioners recognize as a problem in their experience and one of the fundamental purposes of education which is to disclose entirely new possibilities and to demonstrate the inadequacy of currently popular categories and frames of reference."

The larger part of Arthur Duckers's article on "The Professional Teacher" is concerned with the heavily worked ground of the applicability of the concept of professionalism to teachers. Only in the closing paragraphs does he relate his discussion specifically to in-service education—suggesting the creation of a kind of elite corps of teaching practitioners who would undertake studies in educational theory at universities "at no less than doctoral level" while remaining practitioners and thence go on to have "oversight and control over the actual educational practice within a given area". At no stage does he seriously question whether "professionalism" in this or in any other form is actually desirable. I admit to having more sympathy with those who challenge the exclusive, patronizing and self-protecting character of the traditional "professions" than with those who seek to add teaching to their number.

There is something of interest in this collection for most people associated with in-service education. It is a book which is likely to be rapidly outdated, but in the meantime it will provide an important basis for thinking and discussion as what might turn out to be a critical period in the development of in-service education for teachers.

Paperbacks

Man and machine

R. G. Garnett on industrial history

A Social History of Engineering (4th edition), by W. H. G. Armytage (Faber £2.95) is an exciting portrayal of a seemingly dull subject. The breadth of interest of Professor Armytage is one of refined eclecticism. His main purpose is to move away from the usual insular approach to the experience of industrial development in Britain, and he succeeds admirably in taking us from the seventeenth-century engineer as river improver to the modern control engineer and his counterparts. One of the many merits of this book is the attention given to the growth of the professional institutions associated with the many facets of engineering.

Working for Ford, by Huw Beynon (EP Publishing, £2.25, 7158 1147 9). First published in 1973 and now an Open University set book, this study of the setting up of Ford's Halewood assembly plant during the 1960s is evocative and salty. The sociologist-author never actually worked for Ford—he merely let the lads speak for themselves, on the shop floor, in the picket line and in the pub. The need to grasp the fluency of people's lives has determined and vindicated the form of this book.

Metals in the Service of Man (6th edition), by William Alexander and Arthur Street (Penguin £1.25, 14 02 0125 4). Few technical books written during the Second World War have survived to remain compulsive reading for present-day students. Alexander and Street have artfully revised their survey of metallurgy through many editions without any trace of overwriting or scissors and paste. Their style is lively, their illustrations clear—but perhaps their finest quality is their ability to stir the interest of readers far removed from metallurgy.

Among this week's contributors:

Derrick Barlow is a Fellow of Jesus College, Oxford.

W. D. Howarth is Professor of French at Bristol University.

Valerie Alderson is the editor of *Children's Book Review*.

Margaret Drabble's most recent novel is *Realms of Gold*.

Correction

The author of the article "As She is Spoke", which appeared in the EFL Extra on August 6, is John Greenwood, not R. E. Greenwood as stated.

Argent anthology

Silver Poets of the Eighteenth Century. Edited by Arthur Pollard. Everyman/Dent £4.50. 87471 799 X. Paperback £1.95. 87471 800 7.

This anthology contains good selections from Swift, Johnson, Goldsmith, Gray and Collins, and once he has made the obvious choices, the editor has taken care to represent the full range of the particular poet. We are reminded of Johnson's lighter side, Swift's love for Esther Johnson, Gray's satiric ability ("On Lord Holland's Seat"), as well as of the too rare escapes from the turgid sterility of that revered form, the Ode. The closely printed text is supplemented by helpful, if sometimes laconic notes and preceded by a select bibliography.

This is the third book in the Silver Poets Series, and the last century that can support an anthology of argentine tone without a heavily policed suspension of disbelief. All three make available lesser read poets, but only in the case of the sixteenth century can one really talk usefully of silver, where the myth of gold still dangles a tantalizing carrot.

Bill Swainson

To be a mini-Nader

Andrew Robertson

Economics from the Consumer's Perspective. By Lewis Mandell. Science Research Associates Ltd £4.90. 574 19205 0.

Does the idea of teaching school children to be discriminating and discerning consumers raise eyebrows? The orthodox riposte may be that their general education should be enough. Experience has taught, however, that it does not appear to be, hence the appearance of the Consumers' Association and the Office of Fair Trading. The pitfalls for purchasers nowadays are many and subtle.

Prices are often given net of taxes; interest rates on credit frequently conceal the actual cash cost; goods are still described ambiguously; durables are both highly technical and covered by dubious guarantees; the long run qualities of many articles on sale, particularly those made from new materials, can be questionable. The consumer needs to be a mini-Nader, a lawyer with technological overtones.

Unfortunately for recommendation, the book under review is American, which means that too large a proportion of it applies to the American situation and to nowhere else, although in general much of what Mr Mandell has written holds true in any industrialized free enterprise country. For instance, the question of the true rate of interest in a hire-purchase transaction still baffles the simple citizen. People still look only at the monthly payments they will be expected to make and fail to calculate the actual annual rate of interest, which is sometimes twice the minimum lending rate set by the Bank of England, and occasionally usurious.

This book is astonishingly wide in scope, and also the first economics text designed to educate consumers. It ranges from introductory economic theory to the economics of the family, including family planning, to house purchase and mortgages, borrowing, insurance, saving, taxation and the part that governments need to play as defenders of the unsophisticated spender.

It is a matter of opinion whether the lip service paid to the Adam Smithian "hidden hand" which ensures that all is well in the best of capitalist worlds is a sop to Cerberus, or whether the author really believes in it. As he mentions this as a preface to a detailed survey of United States consumer protection legislation, it does hint that the hand has lost some of its grasp.

Old bottles?

Conrad Russell

England and Wales under the Tudors. By Sinclair Atkins. Edward Arnold £2.95, 0 7131 1982 9.

This work is designed for A level, and perhaps for O level candidates working on Tudor and Stuart English history. Mr Atkins, who is a schoolmaster, makes a convincing case in his preface for the writing of such books by schoolmasters, on the ground that books written for them by university teachers are often too difficult. He is certainly right that a new book by a schoolmaster in this field was needed, and he has struggled gallantly, and often successfully, with the task of writing it. Recent writing on Henry VIII, for example, is for the first time incorporated in the factual account designed to be intelligible to all A level candidates, and not just to the better ones. Mr Atkins has done a formidable amount of work, and has incorporated a large amount of recent research.

There are occasional lapses: the Act in Restraint of Appeals did not stop all appeals to Rome, and it is misleading, not to say provocative, to claim that the "British" government was at war with Scotland. However, on many subjects, he has done as well as the state of current research permitted him; the underlying feeling left in the reader's mind is that it has not got beyond an attempt to pour new wine into old bottles.

Emphasis on the smallness of Tudor revenues coexists uneasily with a picture of a newly powerful monarchy; the identification of gentlemen as "middle class" coexists uneasily with an argument that they belonged to the same social class as the peerage. The hesitation in speaking of a "Parliamentary opposition" contrasts with the blanket simplicity of many references to "the Puritans".

These flaws are not Mr Atkins's fault. Until we wholeheartedly reject the nineteenth-century synthesis, the new monarchy, the rising middle classes, the glorious Queen Elizabeth, the seditious Puritans and the growing Parliamentary opposition, we must expect writers of schoolbooks to blend this traditional picture with discoveries which are entirely incompatible with it. The author has done his best; the faults of this book are mainly the collective faults of the historians on whom he had no choice but to depend.

Rome in turmoil

Bridget Loney

The Long Year AD 69. By Kenneth Wellesley.
Paul Elek £6.95. 0 236 40001 0.

AD 69 was a year of violence, when no fewer than four emperors ruled the Roman world. Of those four, one committed suicide, and two were brutally murdered. Such are the events of what Tacitus called "the long year".

Kenneth Wellesley, the translator of "The Histories of Tacitus, unfolds with masterly skill the tale of the conflict and intrigue of this critical time of transition from the Julio-Claudian to the Flavian emperors.

From the warfare, certain incidents emerge vividly—as when two soldiers, disguised with enemy shields, sabotaged vital artillery, at the cost of their own lives; or when a type of crane scooped up men from the midst of their astounded comrades; or the burning of the great triple temple of Jupiter, Juno and Minerva in the heart of Rome.

As well as facts and anecdotes from Tacitus and the other literary sources, there are illuminating details drawn from inscriptions, papyri, coins and other archaeological evidence: the camp at Vetera, for example, with its well-kept garden; and the bronze pieces of a military chest found near the battlefield at Cremona.

Why did Galba fall? What drove Otho to take his own life? Why was the Senate so weak? What was the importance of the minor figures—the young Titus in Judea, the teenage Domitian, the unbending Helvidius Priscus, potential martyr? And was Vitellius really such a monster of excesses? And what made the seemingly unanimous Vespasian emerge as the fourth emperor brought to power by the army? The answers suggested are sometimes surprising.

The excellent and compelling narrative is enriched by a wealth of background: ritual sacrifices, journeys along the roads of the Empire, doom-laden portents and the lyrical descriptions of north Italy—Virgil's countryside—where, despite civil war, the vine trimmers could continue to sing at their work.

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(l) letter to the Editor (s) speech or statement (SP) speech in Parliament

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Electronic sounds and musical effects

by Colin Evans

How to make electronic music
Teacher handbook/4 filmstrips/ 2 LP records. 99RF 027. (£22.50) or 2 tapes 99TF 027 (£22.75).
Noise and musical notes
2 filmstrips/1 LP record. 99RF 28. (£10.70) or 1 cassette 99KF 28 (£10.90).

From Educational Audio Visual Ltd, Butterley Street, Leeds LS10 1AX.

How to Make Electronic Music is, without a doubt, one of the most exciting and stimulating music sets produced by Educational Audio Visual in recent years. Much thought has obviously gone into the presentation, the photography and the careful commentary. The set is designed as an introduction — for pupils or teachers—to making electronic music in the classroom with the minimum of electronic hardware.

The first two filmstrips contain between 70 and 80 frames each, which last only 13 minutes and many teachers may want to run them through again for discussion. EAV always seem at their best in the introductory filmstrips, when the commentary is not bogged down with technicalities and there is a wide variety of visual material.

Part 1, with its beautifully judged photographic effects, is especially dramatic. There is a brief historical background, but most of the filmstrip explains how a library of recordings can be built up using acoustic non-musical sounds.

In Part 2 on sound modification students are shown creating interesting sounds simply using two or three tape recorders, running them at different speeds, making tape loops or running the tapes backwards. The principle of feedback is illustrated—perhaps too briefly—and the filmstrip shows how such sounds may be used for modification using simple equipment.

Part 3 explains how the modified sounds can be combined and juxtaposed to produce innumerable musical effects. Students are shown creating simple electronic soundpatterns and the filmstrip explains basic editing processes. Up to this point, most teachers will be able to follow the filmstrip through classroom projects with just a couple of good tape recorders and a portable cassette or reel-to-reel machine.

Part 4, however, after explaining the basics of acoustics and the nature of hearing, introduces the electronic synthesizer. The producers have sensibly kept the technical information as brief as possible and not become entangled in the infinite possibilities of this instrument.

To aid the teacher in follow-up projects, the set comes complete with an excellent 100 page book. This could be used effectively as either a teacher's guide or a pupil's book. There are dozens of photographs and diagrams, as well as suggestions for tape experiments in the classroom.

The chapters on the synthesizer are particularly useful, and the numerous projects divide themselves into sounds in formal structures, sounds in informal structures and sounds to accompany another medium. The technical information is accompanied by a glossary, where all the terms and processes are explained clearly.

This filmstrip set is not cheap, but it contains such a wealth of ideas and information that it should be seriously considered by all secondary teachers who are interested in developing their students' knowledge in this field.

Less exciting, but equally useful is another EAV set *Noise and Musical Notes*. It is designed for both music and physics classes, but the two sound filmstrips demand a previous understanding of basic acoustics.

The filmstrip begins with a description of how sound is produced and transmitted through the air. Using a violin, harp, trumpet and clarinet, the oscilloscope shows how the wave form reflects the difference in audible sound when these instruments all play the same note. By means of electronic filtering, each component of the sound is displayed visually. Since each instrument is treated individually, this part of the filmstrip is rather predictable.

Part 2 of the set is more successful, although the pictures of the musicians are uninteresting. It shows how the electric guitar works, looks briefly at percussion instruments, and takes a detailed look at the workings of the human ear. Younger students would find all this heavy going, and it is recommended for fourth and fifth year classes.

From "How to Make Electronic Music".

Computers and economy

by Peter Barker

Computer Assisted Learning 1969-75.
A report prepared for the Social Science Research Council by John Annett.

This useful report describes recent developments in the United Kingdom in the use of the computer for education. The phrase computer assisted learning (CAL) is used to cover any use of the computer as an aid to learning. This includes computer assisted instruction (CAI) which is usually associated with the use of computer terminals by students, and computer managed instruction (CMI) where the computer may be used to steer students through a large number of modules of teaching material but where there may be no direct contact with the computer itself. These two main categories cover most of the work described in this report.

Projects may be divided roughly into two types. On the one hand we have fundamental research which may or may not lead to a useful system and on the other are projects which have the specific aim of producing systems which will be used as a matter of course by pupils and students in a number of different educational institutions. In the United Kingdom the first category of work has been largely paid for by the Social Science Research Council who have spent about £500,000 in the past seven years on different projects.

The three main centres for this research have been Leeds University, Edinburgh University and the London Borough of Havering. The Havering system is now in general use and there are plans to export it to Scotland. At Edinburgh the work has been oriented more towards artificial intelligence and cognitive psychology. It is hoped that this work will lead to "a better appreciation of some of the conceptual problems surrounding the notions of knowledge, understanding and intelligent teaching".

The other source of money, concerned mainly with development work, is the National Development Programme in Computer Assisted Learning (NDPCAL). This five-year project started at the beginning of 1973 with £2m of government money and an initial remit "to develop and secure the assimilation of computer assisted and computer managed learning on a regular institutional basis and reasonable cost". A considerable number of projects have been sponsored and are being independently evaluated both educationally and financially. Already a number of reports are available through the Council for Educational Technology.

During 1974 the NDPCAL was given the additional aim "to make recommendations to appropriate agencies in the public and private sector . . . concerning future levels and types of computer assisted and computer managed learning in education and training". These recommendations when they appear could well have considerable impact on Government thinking about the use of the computer as an educational tool. Professor Annett has some very interesting comments to make about the NDPCAL but, because of the wide diversity of the projects, it might not be easy for the layman to get a clear picture of what is going on. An appendix summarizing the various NDPCAL projects would have been useful here.

The report does not emphasize the distinction between education and training where CAL is concerned. But, whereas the computer already has a place in technical training, and can be shown to be cost effective for certain applications, in the broader field of education, its position is still to some extent that of an expensive gadget. Richard Hooper, director of NDPCAL, has pointed out that in the field of education computer assisted learning is an add-on cost. When a student is sitting working at a computer terminal this cost may be of the order of £2 to £3 a student hour. For the computer managed learning system operated in the London Borough of Havering it is as little as 20p a pupil hour but this is still a considerable additional expenditure where hundreds of students are involved.

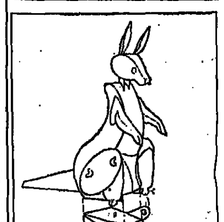
Meanwhile the technology of miniaturization and integrated circuits continues to move ahead and more and more electronics can now be bought for less and less money. Computer terminals are already appearing with built-in microprocessors. Professor Annett ends on an optimistic note with an implication that cheap but sophisticated terminals will enable further advances to be made. This may be true to a limited extent, but we have not seen any fundamental new developments taking place in the United States, where hardware of all kinds is more widely available. We still await the emergence of the intelligent computer, and the human teacher may rest assured that he will not be made redundant by a machine within the forseeable future.

Personal files

A new range of folders with animal illustrations has been produced by Lawtons of Liverpool. Developed for young children in schools, Animal Folders are heavyweight manilla pocket files, each with a partially cut-out colour illustration of an animal.

They have a place for the owner's name and some brief information on the animal on the lines of "I am a bison and I live on the wide open plains of North America. I am as tall as a man and as heavy as twelve men." They hold paper measuring up to 13¾in by 8¾in with 1¾in capacity and are available in packs of 50 at £10 each.

Lawtons of Liverpool Ltd, 60 Vauxhall Road, Liverpool L69 3AU.



An illustration from "Incredible Paper Machines" a new book by Vic Duppa-White which shows how to make models uging only paper or card and a clear adhesive. The book costs £1.25 and is published by Ward Lock.

In the land of the bong trees

Sense and Nonsense. Argo ZSW 532. £2.30.

The Glenda Jackson Story Book. Argo ZSW 555. £2.30.

Tom Sawyer read by Bing Crosby. Argo ZSW 561-3. 3 records. £6.90.

Winnie the Pooh read by Norman Shelley. ZSW 537-9. 3 records. £6.90.

Sense and Nonsense is a programme of songs and stories for young listeners chosen and performed by Peggy Ashcroft, who is joined in the songs by Martin Best and Edward Flower.

The sleeve note points out that the record is for the very young, and while the activities of strange creatures in the land of the bong trees will appeal to many young children, some of the other Edward Lear poems are suitable for rather more sophisticated youngsters. Indeed, one wonders what sort of children the performers have in mind as typical listeners. Martin Best is known for vocal recitals and on this record his light tenor voice is very attractive, although some of the folk songs might have sounded more appropriate with a less formal singing style. A pity, too, that "The Fox" appears in verse rather than in the better known song version.

Glenda Jackson's voice seems a little severe when she begins the first story of *The Glenda Jackson Story Book*. One almost expects her to stop reading to put a fidgety child in his place. But as the record progresses, her characterization and feeling for the material become increasingly sure. The record contains three fairy tales, "Goldilocks and the Three Bears" "Little Red Riding Hood" and "Snow White and the Seven Dwarfs".

"Snow White" occupies the entire second side, as well as the last track of side one. Despite its length, it is the most successful of the stories. The production is imaginative and the discreet piano music composed and played by Kenny Clayton complements the narrative.

Possibly the most colourful of this handful of Argo releases is Bing Crosby's readings from *Tom Sawyer*. It is appropriate in the American bicentennial year that one of the great American classics has become available.

The world of *Tom Sawyer* vanished before the stories were written, but somehow Bing Crosby is able to recreate something of its atmosphere. The music, written by David Reilley for harmonica, banjo, guitar and harmonium, helps to evoke the spirit of the period. The mouth-organ is played by Tommy Reilley, and his impeccable performances are a pleasure to hear. It is a pity, however, that the music is imperfectly integrated with the text.

Some of the stories have extra pace and local colour, with discreet sound effects, varying from distant carts rattling down a road to the sounds of bacon frying in an open pan. Bing Crosby's reading is excellent.

The first couple of stories, in which Tom escapes from Aunt Polly, are read rather fast and require careful listening to catch all the words. As the stories continue the pace seems to relax. Despite this minor quibble, this is an excellent record and could be a useful addition to the school record collection.

Some of the most wonderful children's stories ever written came from the pen of A. A. Milne and concerned a bear called Pooh. *Winnie the Pooh* appeared first in 1926, and his adventures have since been translated into many languages, including Japanese and Bulgarian.

The stories are read with understanding and sincerity by Norman Shelley who, in 1939, created *Winnie the Pooh* for the BBC in Children's Hour.

The readings are delightful, thoroughly English in the nicest possible way. Pooh sounds rather like a retired general, happily muddling his way through each adventure. The carefree little piano pieces are just right, as indeed are Pooh's hums, which Norman Shelley performs with panache. This is a classic recording of classic children's literature and can be highly recommended.

Geology journal

The Journal of the Association of Teachers of Geology, Volume one, number two, contains "resources reports", book reviews and articles on the geological curators group and the interpretation of textures in igneous rocks. There are also pieces on the simulation of igneous textures, crystal models and a workshop on teaching palaeontology.

This is the second issue of the new quarterly and is free to members of the association. The next one will contain items on the Welsall geology teachers working party, resource-based geology teaching, examination development and consultation procedures at A level and the teaching of palaeontology.

Crafts courses

Two special courses for crafts teachers and others are being arranged by the Cement and Concrete Association for the next academic year.

During a week's work participants will acquire a basic knowledge of the materials, methods of mould-making and ideas for surface finishing. Theory is to be mixed with practice.

There will be seminars to discuss the organizational implications for schools wishing to introduce concrete craft and a session on careers advice for school-leavers.

The courses will be held at Fulmer Grange, the Cement and Concrete Association's training centre, from September 26 to October 1 and from April 17 to 22. Further details from the centre: Fulmer Grange, Fulmer, near Slough, Berkshire.

Ideas, argument, experiences, research

TALKBACK

Harrogate schools combine their sixth forms/ Minority language use in Switzerland

Augmented sixth

K. R. Stott
L. M. Gannon

In Harrogate, North Yorkshire, a new sixth form is developing at two voluntary aided denominational schools. St Aidan's C of E High School (seven-form entry with 1,130 pupils) and St John Fisher RC High School (five-form entry with 800 pupils) will have, by 1978, 350 fifth year pupils considering going into a common sixth form.

St Aidan's opened in new buildings as an 11 to 16 secondary school in 1968, and three years later St John Fisher, a much smaller school, moved into the former convent school premises a few hundred yards away. At the same time plans for secondary reorganization in Harrogate were being made. It was soon realized that it would be wise to have one common sixth form, as there would be no justification for two so close together. In any case, the prospect of an association between an RC and a C of E school presented an exciting educational and ecumenical challenge and an opportunity not to be missed.

The governors of both schools agreed and the West Riding of North Yorkshire Authority was in favour. The first sixth-formers were accepted in September, 1973, at the same time as the first fully comprehensive intake, RSLA and the expansion of both schools. Six months later Harrogate became part of North Yorkshire with a new local authority committed to support the venture.

During the early planning stages, and after each meeting, the two heads wrote a summary of the latest developments and any differences of view or interpretation were examined in detail. Responsibility for the sixth form is now taken by the director of sixth-form studies, a joint appointment. He acts as coordinator, with increasing responsibility for curriculum development, timetabling, discipline, higher education, and finance.

The director meets the two heads weekly; a committee of senior staff and a consultative committee of heads of department meet periodically; and occasionally the whole staff of both schools confer. Such a system, involving everyone, is essential for smooth organization and decision-making.

There is no separate sixth-form unit and all sixth-formers are full members of their own school. They worship, register, eat, lead house and social activities in their own school. On the other hand, all sixth-formers use both schools—common rooms, library, sports hall—and join in games, fell walking, drama, debating and acts of worship.

The common sixth form has an impact on the two schools. There must be common school holiday periods, timing of the eight-period day, synchronization of clocks, coordination of sixth-form timetables, internal examinations, movement of staff and sixth-formers. However, the traditions, policies and curriculum in the two schools are quite different and will remain so.

In 1975/76 there were 130 sixth-formers (100 from St Aidan's) and 46 in the upper sixth preparing for A level. Academically there is a wide choice of courses with 15 A level subjects and 17 for the Certificate of Extended Education. Students can study A levels with CEE subjects. At present 56 sixth-formers are taking the full A levels in three subjects, 46 a mixture of A level and CEE and 29 are following one CEE course in five subjects. There is specialization in science, the humanities, technical subjects or a mixture of each. In 1974 and 1975 every sixth-former was able to follow the course of his or her choice. Most A levels are taken with the Joint Matriculation Board and the CEE (pilot scheme) is with the West Yorkshire and Lindsey Regional Examining Board.

Staffing is based on the size of the schools, about two thirds from St Aidan's and one third from St John Fisher. In general, sixth-formers are taught by teachers in their own school. The two heads of department are equally responsible for courses, syllabuses and policy in their own field, and there are regular joint departmental meetings. The director and sixth-form tutors coordinate the programmes in community service, general studies, careers advice and private study.

The l.e.a. made initial grants for equipping the senior science laboratories. In the first year double capitation for sixth-formers was allowed and the special library grant was divided between the two schools. Everything is requisitioned through the St Aidan's office, the sixth form is separately coded, and towards the end of the financial year St John Fisher requests the transfer to St Aidan's of an appropriate sum, based on the ratio of sixth-formers as a proportion of the total expenditure. All special grants are also handled through St Aidan's.

When two schools work together in this way there are special problems and some of the small, basic ones are the most difficult to solve. Different traditions in school holiday periods, uniform, lunch times and length of lessons often mean compromise. The major problems of staffing, timetable coordination, standards of work and discipline can be overcome by patience, goodwill, and determination.

Both schools have building programmes. At St Aidan's the new development—most of it for sixth form use—will be available in September, and St John Fisher's two-year building programme should be ready in 1978. In that year the fully comprehensive intake in both schools will reach the lower sixth form and by the next year there may be over 300 sixth-formers. They will all benefit from the rich resources of two schools and the experience and expertise of more than 100 highly qualified staff, able to offer a wide choice of subjects and courses.

This arrangement, therefore, offers the advantages of a large sixth form in two average-sized comprehensive schools. It is more economical than two separate, smaller sixth forms, and after only two years an academic, social and ecumenical tradition is being established. The future offers an exciting challenge.

K. R. Stott is head of St Aidan's C of E High School, L. M. Gannon is head of St John Fisher RC High School, Harrogate.

Preserving Rumantsch

Joan Pargeter

The high mountainous region of the Engadin is generally known as the playground of the world's richer tourists. It is also the heart of the Rumantsch-speaking part of Switzerland. When in 1938 Rumantsch (Romaunsch) was proclaimed the fourth language of that country, this was not in itself enough to ensure either the continued use of the language or the life of the culture centred on it.

The Lia Rumantscha, with its centre in Chur (Graubünden/Grisons), has been active in recent decades both as a publishing-house and as a promoter of the teaching and use of Rumantsch in the schools of the "Terra Grischuna". This task is made easier in Switzerland than it would be for a minority language-group in Britain, for example, since the Swiss through their local voting procedures and referenda exercise a more direct control over issues which affect them immediately.

Rumantsch, belonging to the Romance group of languages, has affiliations to Italian, as it too stems in the main from Latin, the tongue of a large Roman colony founded in the last year BC in what was then known as Rhaetia. The Roman descendants, cut off by the nature of the terrain from any speedy escape south at the time of the fifth century Gothic incursions, stayed on to form a state which, in the early middle ages, spread beyond the confines of modern Graubünden southwards into Italy and north-west as far as Augsburg.

Rumantsch also has a sub-stratum of Celtic, a relic of earlier inhabitants of the region, who in pre-Roman days lived between the Brenner and Gotthard passes and the lakes of Constance and Como.

In the countryside there are still here and there relics of that old druidical culture to be found: in Scuol, for example, where every February a bale of straw as high as a house is set up and burnt. Some of the customs of the Roman settlers have remained with their descendants in Terra Grischuna; there are villages where children still celebrate in spring the coming of the old Roman New Year by dressing in local costume and processing with flowers round the springs and wells.

Graubünden is the most extensive canton of Switzerland. It is not occupied entirely by Rumantsch-speaking people. In the south there is an admixture of Italian-speaking inhabitants, while in the rest of Graubünden German is widely used.

There have been Germanic-speaking people in the area from the fifth century onwards, a fact which has had a constant influence on the vocabulary of Rumantsch, although in structure it remains a neo-Latin language. Today many German-speaking Swiss live there, and German is, in any case, the first official language of the country.

In Graubünden the primary school education, which lasts for six years, is either given in Rumantsch with German as a compulsory subject from the fourth year of school, or it is given in German and Rumantsch is learnt as a second language. While 86 of the 220 "Gemeinden" that make up the canton show a majority of Rumantsch-speakers in the population — and there, naturally, Rumantsch is the medium of instruction in the primary schools—a vote in districts where perhaps only 20 per cent of the population speak Rumantsch, and more than twice that percentage speak German at home, will often reveal a demand for Rumantsch-based instruction at primary level.

None of the different types of secondary school, either academically or commercially oriented, has Rumantsch as its medium of instruction. The result is that it is those children whose German is good who make progress there. Often, indeed, parents in country districts feel that their children are deprived of chances in higher education if they think in Rumantsch, speak it entirely at home, and yet must give an adequate performance in German early on in their school careers, in order to be able to train for jobs outside the local agricultural scene.

Yet, there is a need for people to carry on the farming occupations of Graubünden, and for those who do not go to secondary schools the higher classes of the local country schools give vocational instruction in modern farming methods and country crafts. Here, appropriately, classes are carried on in Rumantsch, in whatever the local dialect form of it happens to be.

Difficulties arise because the teaching material is supplied in German, and Rumantsch equivalents have to be found for modern scientific and technological terms.

For those who intend to stay on in the farming communities after their school days it is desirable that they should be taught thoroughly the language they will daily read and write. Furthermore, Swiss educationists, in the tradition of their Rousseau and Pestalozzi, set store by the value of a mother tongue in the formation of character and in the development of the social side of children.

It is possible to study Rumantsch as a recognised subject at the Swiss universities of Zürich, Fribourg, Bern and Geneva, for it is taught in the secondary schools of the Terra Grischuna as a "foreign" language. Students training to be teachers in the canton are encouraged to study the language and its culture in depth, so as to be able to improve the teaching of Rumantsch at secondary level in the schools.

There is an institute for research into Rumantsch at Chur, and, despite the few hours a week and television, adults are showing an increased interest in following courses in Rumantsch designed for them in further education. In some cases such courses for grown-ups have helped people in the region to feel that they belonged there and to decide to stay, instead of "emigrating" to another part of Switzerland, so strengthening the body of inhabitants with a conscious knowledge of their cultural heritage.

The voting system enables the Swiss of the Terra Grischuna to see that decisions are taken locally which suit their culture and the life they wish their children to have. Although there are dissatisfactions, on the whole the inhabitants of the canton are content to be in the Swiss Confederation, free to keep a large measure of particularism without the desire for political secession or a drive to return to the days of disruptive tribalism.

Joan Pargeter is visiting lecturer in modern languages and complementary studies at the University of Aston.

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Nursery Education

Headships

WALSALL
(Metropolitan Borough
EDUCATION COMMITTEE
NORTH WALSALL NURSERY SCHOOL

Applications are invited from suitably qualified and experienced TEACHERS for the post of HEAD TEACHER of the Group nursery school in the process of being converted buildings early in 1977. The vacancy is available with effect from January 1, 1977.

Further details and application forms may be obtained from the Director of Education, Education Department, Civic Centre, Darwall Street, Walsall WS1 1DQ, to whom they should be returned by September 27, 1976.

Other Appointments

HAMMERSMITH
(London Borough of)
SOCIAL SERVICES DEPARTMENT

If you are a qualified primary TEACHER (male or female) and are looking for a change-which-is-as-good-as vacancies in our Day Nurseries for you-your training will be useful.

Starting salary £2,781 per annum.

Telephone 748 3020 and ask for Mrs. Brady to arrange a visit at your convenience. Old Town Hall, Hammersmith, W.6.

Primary Education

Headships

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Appointment of HEAD TEACHER
CHANCEL DIVISION
Required for appointment
MARGATE
CHANCEL INFANTS
Noll: 272
Group: 3

Appointment to take effect from 1st January, 1977.

Application forms and further particulars from Divisional Education Officer, Devonshire Buildings, Broadstairs (Tel: 2272), to whom they should be returned by 3rd September, 1976.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
MOUNT STREET C.P. JUNIOR MIXED SCHOOL
WELSHPOOL

HEAD TEACHER—Group 3

Required for January 1, 1977, or such other date as may be agreed, the Headship of the above school.

Application forms obtainable from the undersigned upon receipt of stamped addressed foolscap envelope. Such forms should be completed by September 9, 1976.

Robert W. Rowan, Director of Education, Education Department, Powys County Hall, Llandrindod Wells, Powys.

SHROPSHIRE
THE SALOP COMMITTEE
EDUCATION (WORCESTER DIOCESE) SCHOOLS

HEADSHIP—(Group 2)
Number on roll 54
TEACHING ASSISTANT required in the Church of England Primary School.

Applications and further details may be obtained from the Diocesan Education Office, Church House, Deansway, Worcester, to whom they should be returned by September 10, 1976.

Scale 1 Posts

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
BRADLEY COUNTY MIDDLE SCHOOL
Bletchley
Required for September 1976, a class TEACHER to take aims to 10-year age-group. Preference may be given to female applicant. Scale 2 may be available for a suitably qualified candidate.
Bletchley is situated in the designated area of the new city of Milton Keynes.
Subject to the county council's regulations removal expenses up to £200 may be paid and lodging allowances will be payable. The Development Corporation is making houses available for rent to teachers appointed to schools within the designated area.
Application by letter giving full personal details and the names and addresses of two referees to the Head Teacher, Mr. Stanley Kenyon MA, at the school.

EALING
(London Borough of)
EDUCATION SERVICE
OLDFIELD FIRST SCHOOL
Oldfield Lane, Greenford, Middx
Required for September or as soon as possible, a TEACHER to take charge of two sessions per week for remedial and extension work.
Application forms available from Chief Education Officer, Perceval Avenue, Acton W3 8PD, quoting reference number 7/2/1. Hadley House, 79-81 Uxbridge Road, Ealing W5 2BU.

LEICESTERSHIRE
NEWBOLD VERDON COUNTY PRIMARY SCHOOL
Dragon Lane, Newbold Verdon

SCALE 1

Required September for lower juniors. Temporary contract.
Apply (no forms) with the names and addresses of two referees to the Head from whom further particulars may be obtained (stamped addressed envelope).

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
MOUNT STREET C.P. JUNIOR MIXED SCHOOL
WELSHPOOL

HEAD TEACHER—Group 3

Required for January 1, 1977, or such other date as may be agreed, the Headship of the above school.

Application forms obtainable from the undersigned upon receipt of stamped addressed foolscap envelope. Such forms should be completed by September 9, 1976.

Robert W. Rowan, Director of Education, Education Department, Powys County Hall, Llandrindod Wells, Powys.

Deputy Headships Senior Masters/Mistresses

EALING
(London Borough)
EDUCATION SERVICE
CLEVE MORRIS SCHOOL
Western Road, Southall, Middlesex
Required on January, 1977
DEPUTY HEAD TEACHER for this Group 4, mixed 7-11 Junior School.
London Allowance of £1,02 per annum plus Social Priority Allowance may be payable.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses while looking for accommodation.
Application forms available from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 2BU, to whom completed forms should be returned in envelope to be returned as soon as possible.

Application forms and further particulars may be obtained from the Head of Personnel and Management Services, Regional Headquarters, Hawtayn St., Barnwich TD6 9SA. Completed forms should be returned to the Director of Education not later than 6th September, 1976.

Scale 1 Posts

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
BRADLEY COUNTY MIDDLE SCHOOL
Bletchley
Required for September 1976, a class TEACHER to take aims to 10-year age-group. Preference may be given to female applicant. Scale 2 may be available for a suitably qualified candidate.
Bletchley is situated in the designated area of the new city of Milton Keynes.
Subject to the county council's regulations removal expenses up to £200 may be paid and lodging allowances will be payable. The Development Corporation is making houses available for rent to teachers appointed to schools within the designated area.
Application by letter giving full personal details and the names and addresses of two referees to the Head Teacher, Mr. Stanley Kenyon MA, at the school.

LEICESTERSHIRE
NEWBOLD VERDON COUNTY PRIMARY SCHOOL
Dragon Lane, Newbold Verdon

SCALE 1

Required September for lower forms. Temporary contract.
Apply (no forms) with the names and addresses of two referees to the Head from whom further particulars may be obtained (stamped addressed envelope).

Secondary Education

Headships

WIGAN
(Metropolitan Borough of)
HEAD TEACHER
ST. EDMUND ARROWSMITH BRIDGE COUNTY HIGH SCHOOL
Moss Bridge, Ince, Wigan WN3 3HB
(Number on roll 954 : Group 10)
Required for 1st January, 1977
Applications are invited for this above post at this 11-16 Comprehensive school due to the retirement of the present Head Teacher.
Application forms and further particulars available from and returnable to the Director of Education (Ref. A14), Education Office, Civic Centre, Millgate, Wigan, by the 3rd September, 1976.

Remedial Posts

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
HALYARD HIGH SCHOOL
High Street, Leagrave, Luton
Headmaster: Mr. B. D. Round, M.A.
Required for September, 1976, or as soon as possible, an enthusiastic and appropriately qualified TEACHER for pupils with learning difficulties. Scale 2.
This is an 11-16 mixed comprehensive school with 1,350 on roll.
The authority has a scheme for teachers moving into the county to assist with removal expenses. Some assistance with accommodation may be available.
Application forms obtainable from the Headmaster.

Secondary Education

Headships

WIGAN
(Metropolitan Borough of)
HEAD TEACHER
ST. EDMUND ARROWSMITH BRIDGE COUNTY HIGH SCHOOL
Moss Bridge, Ince, Wigan WN3 3HB
(Number on roll 954 : Group 10)
Required for 1st January, 1977
Applications are invited for this above post at this 11-16 Comprehensive school due to the retirement of the present Head Teacher.
Application forms and further particulars available from and returnable to the Director of Education (Ref. A14), Education Office, Civic Centre, Millgate, Wigan, by the 3rd September, 1976.

Remedial Posts

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
HALYARD HIGH SCHOOL
High Street, Leagrave, Luton
Headmaster: Mr. B. D. Round, M.A.
Required for September, 1976, or as soon as possible, an enthusiastic and appropriately qualified TEACHER for pupils with learning difficulties. Scale 2.
This is an 11-16 mixed comprehensive school with 1,350 on roll.
The authority has a scheme for teachers moving into the county to assist with removal expenses. Some assistance with accommodation may be available.
Application forms obtainable from the Headmaster.

Classified Advertisements

The charge for advertising in all classifications is 60p per line (minimum 3 lines).

Display in classified advertisements £3.48 per single column cm (minimum space 9.5 cm double column at £66.12).

A charge of 50p is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space.

Copy should be sent to:—
The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

by Monday for the following Friday's issue.

By Subject Classification

Art and Design

Other Posts on Scale 2 and above

REDBRIDGE
(London Borough of)
LYONS COUNTY HIGH SCHOOL FOR BOYS
Fremantle Road, Barkingside Ilford
Head: F. C. Young, D.F.C. M.Sc.
Required in September, 1976, or as soon as possible thereafter, ASSISTANT MASTER in ART and DESIGN and TECHNOLOGY (Lab 3) to contribute to C.S.E. work. There will be a temporary appointment for one year to replace a master on secondment. Scale 2 post available. Suitably qualified and experienced candidate.
Application forms available from and returnable to the Headmaster at the above address (telephone: 01-550 2381).

Commercial Subjects

Scale 1 Posts

BEXLEY
(London Borough of)
LEIGH SCHOOL
Avenue, Erith
Tel: Erith 32071
TEACHER of BUSINESS STUDIES required to join well-established department. Ability to teach commerce up to "A" level standard and to supervise the work of the majority of the work of the department is an important part of the job. Shorthand, Office Practice and elementary Accountancy are also required to be able to offer at least three of these subjects. Further information available from the school.
Application forms obtainable from and returnable to Chief Education Officer, Hill House, Bexley Road, Erith, Kent.

OLDHAM
(Metropolitan Borough of)
EDUCATION DEPARTMENT
HAIGLEYFIELD SCHOOL
Haigleyfield, Chadderton, Oldham
Required for September, 1976, at school of about 1,200 pupils, Scale 2 TEACHER of COMMERCIAL SUBJECTS. There is a well-established commercial block with a full range of the former Secondary Modern Schools' requirements, including Audio Typewriting, Pitman script and Shorthand, examination level each year.
Send foolscap stamped addressed envelope for application form to Director of Education, Education Office, Old Town Hall, Middleton Road, Chadderton, Oldham, OL9 7QG, returnable to him immediately.

REDBRIDGE
(London Borough of)
SECONDARY EDUCATION
Oakfield Road
CLAYESMORE SCHOOL
Oakfield Road, Clayesmore, Ilford
Required temporarily for one term, September 1976, a qualified TEACHER of SHORTHAND and OFFICE PRACTICE and COMMERCIAL and subjects offered.
Please state which subjects offered.
Apply by letter to the Headmaster at the above address as soon as possible stating age, education, qualifications and teaching experience and when free to commence.

Domestic Subjects

Scale 1 Posts

BERKSHIRE
COX GREEN COUNTY
SECONDARY SCHOOL
Highfield Lane, Maidenhead
Tel: 23111
Required in September or January, TEACHER of NEEDLEWORK to join a team developing 11 to 16 comprehensive school. The Needlework Department moved into new faculty this year. Applicants applying Autumn Term next will be considered.
Salary £1,062 per annum.
Assistance with removal expenses. Lodgings accommodation may be available.
Apply immediately to the Headmaster at the school.

BEXLEY
(London Borough of)
LEIGH SCHOOL
Avenue, Erith
Tel: Erith 32071
TEACHER of DOMESTIC SCIENCE. Scale 2 allowance, to take responsibility for the subject up to "O" level standard.
Candidates with knowledge of Needlework in the school would be an advantage, but a second specialism is not necessary. Further information available from the school. Assistance towards removal expenses may be available.
Apply in writing to Headmaster as per school.

HEREFORD AND WORCESTER
(County Council of)
EDUCATION DEPARTMENT
SION HILL MIDDLE SCHOOL
Upton-upon-Severn, Worcestershire WR8 0RT
Required soon as possible, a well-qualified and experienced TEACHER to take charge of all DESIGN WORK (Art and Craft) throughout the school. Candidates should be interested in working in a multi-pod situation and developing design work throughout the school. Applicants should be visiting School (time to be agreed). A Scale 2 post is available for a well-qualified and experienced candidate.
Application forms obtainable from the Headmaster at the above address (envelope) from the Headmaster at the above address (envelope) from the Headmaster at the above address (envelope)

SECONDARY
Science continued

KIRKLEES
METROPOLITAN COUNCIL
CHEMISTRY TEACHER OF LAW SUBJECT
Required from 1st September 1976.
ALL SAINTS COMPREHENSIVE SCHOOL, Scholemoor, Bradley Road, Huddersfield
Tel: 20211
A full range of work includ. ing sixth form is available with some responsibility for pupils' examination classes.
Good general science with Junior Classes will be taught and it is expected that a specialisation will be made to some area of one of school sciences.
Please write immediately to the Headmaster of the school giving curriculum vitae and the names and addresses of two referees.

SOLIHULL
EDUCATION COMMITTEE
ALDERMOOR SCHOOL
Blossomfield Road, Solihull, West Midlands B91 1SH.
Required for September, possibly for one term only in the first instance, an ASSISTANT TEACHER for CHEMISTRY to 'O' level.
Applications to the Head of the School, to whom all enquiries should be addressed.

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
ALDRIDGE SCHOOL
Aldridge, Walsall
Aldridge School is a 10-form entry fully comprehensive school. The buildings are modern and pleasant and surroundings with a large attached playing field. The school is fully staffed, most of them graduates, and the following are required for September, 1976 :—
Aldridge School requires a Physics Teacher to fill a post in a share of Combined Science teaching to Years 1 and 2, and to 'O' level. Sixth Form, taking Authority's Physics at 'A' level and applicants with suitable qualifications would be invited to teach to all levels of the school.
Application forms and further details relating to the post may be obtained from the Head Teacher, at the above address or by telephone calling for one of the two referees.

WALTHAM FOREST
(London Borough)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and is bordered by Epping Forest. London addition to salary payable.
LEYTON MANOR (HIGH) SCHOOL, Leyton Green Road, Leyton, E.10
Mixed 11-18 Comprehensive High School with 1,200 pupils.
Applications are invited for the following vacancies in the Chemistry Department :—
ASSISTANT TEACHER for the 11-18 Comprehensive High School in a well-equipped laboratory. Work with enthusiasm and initiative in a friendly team. Courses to 'O' and 'A' level. Eight laboratories. Pleasant working conditions in delightful setting. Bath 12 miles, M.4 motorway 5 miles.
Letter of application to the Headmaster, Mr. Duncan Graham-Smith Lane, Chippenham, Wiltshire (Tel. Chippenham 3243) or phone 01-926 6010 (school); 0249 6874 (home — after 10 p.m.).

Technical Studies

Other Posts on Scale 2 and above

REDBRIDGE
London Borough of
LORD DERBY HIGH SCHOOL
Romanelle Road, Barkingside
Head: F. C. Young, D.F.C., B.Sc., M.Ed.
Required in September 1976, or as soon as possible thereafter, a HEAD OF TECHNICAL STUDIES in a mixed 11-18 comprehensive high school, to teach Design and Craft to 'O' level. An interest in scientific and technical projects as well as in pupils from primarily similar backgrounds. Scale 3 for suitably experienced and qualified person.
Application form available from and returnable to the Headmaster at the School as soon as possible but not later than 24th September.

WILTSHIRE
SHELDON SCHOOL
Chippenham
Group Technology
Required September, 1976, 1.200. Assistant.
Applications are invited from qualified CHEMISTRY SCIENCE graduates with COMBINED SCIENCE to be taught initially to 'O' level. The system operated uses a unit work with emphasis on and initiative in a friendly team. Courses to 'O' and 'A' level. Eight laboratories. Pleasant working conditions in delightful setting. Bath 12 miles, M.4 motorway 5 miles.
Letter of application to the Headmaster, Mr. Duncan Graham-Smith Lane, Chippenham, Wiltshire (Tel. Chippenham 3243) or phone 01-926 6010 (school); 0249 6874 (home — after 10 p.m.).

Scale 1 Posts

BEXLEY
(London Borough of)
CHRIST'S SCHOOL
Sidcup Hill, Sidcup, Kent, DA14 6HJ
Required for January, 1977, a graduate teacher of MATHEMATICS to share in the work of the Mathematics Department. Some experience desirable but not essential.
Application forms and further particulars from the Headmaster.

BROMLEY
(London Borough of)
Subject to local conditions, removal and storage expenses, subsistence allowances and agency agreements (sic) costs are payable to teachers newly appointed to teaching posts in Bromley.
THE RAVENSBOURNE SCHOOL FOR BOYS
Chislehurst Road, Orpington, Kent.
Sixth Form Entry Comprehensive.
Applications are invited for the following posts :—
MATHEMATICS and PHYSICS.
Scale 3 plus Responsibility Allowance.
Application forms obtainable from and returnable to the Headmaster, Mr. F. C. Young, D.F.C., B.Sc., M.Ed., Chislehurst Road, Orpington, Kent BR6 0HS.

CHESHIRE
EDUCATION COMMITTEE
MACCLESFIELD DISTRICT
HENBURY HIGH SCHOOL FOR BOYS
Macclesfield
SECONDARY SCHOOL FOR BOYS aged 11-18 years
WORDSWORTH
Required immediately, full-time TEACHER for WOODWORK.
Application forms available from District Education Officer, County Hall, Chester. Tel: Wilmslow 20181 to whom they should be returned immediately.

CHESHIRE
EDUCATION COMMITTEE
THE CATHOLIC HIGH SCHOOL
Wrexham Road, Hambridge, Chester
Scale 1 (11-18 Mixed Comprehensive)
ART
Required CRAFT, DESIGN AND ART and CRAFT TEACHER required to commence on 1st January, 1977, or as soon as possible thereafter. Scale 3 plus responsibility allowance (£331) and London Area allowance (£201).
Assistance with removal expenses, legal fees and subsistence allowance can be considered.
Application forms from Chief Education Officer, Town Hall, Crewe, Cheshire, to be returned by 10th September, 1976.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
THE ROYLIN DISTRICT SCHOOL
Upper Brentwood Road, Romford, Essex RM2 6BS
Non-form entry 11 to 18 Comprehensive School that loves Gymnastics and the Arts.
Required for September 1976 :—
ASSISTANT TEACHER for Drama.
ART TEACHER
CRAFT TEACHER
Two three-dimensional ART and CRAFT TEACHER required to commence on as soon as possible after a temporary appointment.
Application forms and further details from the Headstaff at the above address. S.A.E. please.
Closing date for applications: 3rd September, 1976.

SOMERSET
PRIORY SECONDARY BOYS'
TAUNTON
13013
For September 1976, TEACHER-IN-CHARGE for MATHEMATICS and TECHNICAL DRAWING.
Applications by letter, immediately, to the Head at the school.

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
ALDRIDGE SCHOOL
Tyrings Lane, Aldridge, Walsall
Aldridge School is a 10-form entry fully comprehensive school. The buildings are modern and pleasant and surroundings with a large attached playing field. The school is fully staffed, most of them graduates, and the following are required for September, 1976 :—
Aldridge School requires a Physics Teacher to fill a post in a share of Combined Science teaching to Years 1 and 2, and to 'O' level. Sixth Form, taking Authority's Physics at 'A' level and applicants with suitable qualifications would be invited to teach to all levels of the school.
Application forms to the Head Teacher, at the above address or by telephone calling for one of the two referees.

Other than by Subject Classification

Scale 1 Posts

LANCASHIRE
EDUCATION COMMITTEE
Closing date 30th August, 1976.
Primary and Special Schools.
For application forms and statement addressed envelope, apply Chief Education Officer, P.O. Box 61, County Hall, Preston, PR1 8RJ, quoting reference number stated.
Secondary Schools. Forms and further details from and returnable to the Headteacher at the School. Stamped addressed envelope please.

SPECIAL EDUCATION.—

BURNLEY CALDER VIEW E.S.N. (M) DAY SPECIAL SCHOOL
(135 places)
Opening of new school January 1977.
Two Experienced Junior Trained TEACHERS for ages 7-11 years. MUSIC and ART, CRAFT, POTTERY would be an advantage.
Scale 3 plus Special Schools allowances.

SECONDARY SCHOOLS.—

ST. AMBROSE R.C. SECONDARY SCHOOL
Haslingden Road, Rawtenstall. (650).
September 1976
GIVINGS and ENGLISH
Scale 1 post.

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
EXECUTIVE SCHOOL
Broadway, Chadderton, Oldham
Required for September, 1976, at this 11-18 mixed comprehensive school of about 1,100 pupils, a TEACHER of GENERAL SUBJECTS, mainly MATHEMATICS.
Hand written stamped addressed envelope for application form to Director of Education, Education Offices, Old Town Hall, Hobson Road, Chadderton, Oldham, OL9 6AG, returnable to him immediately.

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
SALESIAN HIGH SCHOOL
Netherton Way, Bootle, Merseyside L30 3NA
Required for September, 1976 :
ASSISTANT TEACHER for MEN-TALLY HANDICAPPED. Scale 2 post for suitably qualified applicant.
Applications may be made by letter stating qualifications, experience, date available and naming two referees to the Headmaster, Brother Stephen Kelly, Salesian High School, Netherton Way, Bootle, Merseyside L30 3NA.

EALING
(London Borough)
EDUCATION SERVICE
ASSISTANT TEACHER for MOBILE TEACHING ASSISTANT UNIT. Scale 3.
Required from September, 1976, for as soon as possible, to work with children of primary age from a mobile caravan unit based at Western Avenue Kensington Road, Northolt. Applicants should have flucluate but is not expected to exceed one year. Applicants should be experienced in class teaching and preferably familiar with remedial work. Previous applicants for this post will be interviewed.
London Weighting £462, in addition to the above, subject to conditions. Assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses while looking for accommodation.
Application forms stamped addressed envelope can be obtained from the Establishment Officer, London Borough of Ealing, Hanbury House, 29-39, Uxbridge Road, Ealing W5 5BU.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION

ST. NICHOLAS SPECIAL SCHOOL
Canterbury
Required for January, 1977, an ASSISTANT TEACHER for the Junior Group at this E.S.N. (S) Day Special School. Scale 3(a), not available for unqualified or inexperienced applicant.
Application forms from Divisional Education Officer, 78 London Road, Canterbury, Kent.

Scale 1 Posts

BERKSHIRE
(Royal County of)
TEACHER of the DEAF
TEACHER required as soon as possible after January, 1977, and not later than August, 1977, in the first instance, to work in the Unit for the education of staff of a special unit for deaf children, hearing pupils attached to Newbridge Junior School, Caversham. Opportunity to gain experience in working with partially deaf children and use of P.E.P.S. Recording facilities. Qualifications for Teachers of the Deaf may be obtained while in post. Scale 3 plus allowance for responsibility.
Application form from Director of Education, Shire Hall, Reading, Berks. Hand written stamped envelope, please), to be returned as soon as possible.

DORSET
TEACHERS OF THE DEAF
Applications are invited from suitably qualified teachers of the deaf for the following appointments :—
SYLVAN ROAD INFANT SCHOOL
Parkstone
One TEACHER required for partially hearing infant unit.
One TEACHER required for profoundly deaf infant unit.
These two units are part of a newly opened unit on the same site.
Salary—Scale 2(b) for suitably experienced teacher.
ST. MARY'S PRIMARY SCHOOL
Upwey, Weymouth
TEACHER required for nursery/infant unit for profoundly deaf children.
Salary—Scale 2(b) for suitably experienced teacher.
Assistance with removal and legal expenses.
For application forms (to be returned as soon as possible) and Solicitors Stamped addressed envelope to the Education Staffing Officer, County Hall, Dorchester, Dorset, DT1 1XJ.

ESSEX
ST. LUKE'S E.S.N. M AND S
Borders Lane, Loughton
CRAFT TEACHER
Required as soon as possible for this 80 place unit which will have specialist CRAFT TEACHER (Woodwork/Pottery, Etc.). Scale 3 plus responsibility allowance. Assistance with removal expenses and travel expenses for unmarried teacher. London Fringe and Special Schools allowance is payable. A one term probationary period may be worked.
Letters of application in the first instance to the Area Education Officer, St. John's Road, Epping. Telephone Epping 76411.

ESSEX
THE CHELMER RESIDENTIAL SCHOOL
Maldon Road, Chelmsford, Essex CM2 7PZ
The Chelmer School is a newly established residential special school catering for 42 mildly-maladjusted and educationally subnormal aged 8 to 16.
Applications are invited from qualified staff for the position of TEACHER-IN-CHARGE, to commence in September, 1976.
A sympathetic approach with a remedial bias will be necessary. Ability in Arts/Creative pursuits an advantage.
Salary : Burnham Scale plus Special Schools Allowance. Residence is available for a single person.
Applications with curriculum vitae and names and addresses of two referees to the Administrative Principal as soon as possible.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TUNBRIDGE WELLS DIVISION
BROOMHILL BANK SCHOOL
Broomhill, Tunbridge Wells
A boarding, special school for 100 E.S.N. senior girls.
A TEACHER with experience, preferably in special education, is required to take general subjects, music and games. The post is non-resident : scale 3 + B.S.A.
Applications forms available from (stamped addressed envelope) and returnable to D.E.O., Grove Hill Road, Tunbridge Wells.

MANCHESTER (near)
BRIDGEWATER SCHOOL
Drywood Hall, Worsley Road, Worsley
Independent Grammar School for boys and girls with a Preparatory Department
Required by the Department of Education and Science
TEACHER for September :—
SENIOR SCHOOL
GRADUATE MISTRESS TEACHER for ENGLISH to 'O' and possibly 'A' level.
Small classes, salary in accordance with Burnham Award. Government Superannuation.
Apply by letter giving full details of qualifications and references to the Headmaster at the school.

TEMPORARY teacher of English required for one term in September-December. Burnham Scale. Please write with names of referees and curriculum vitae to: The Headmaster, The Preparatory School, Sherborne, Dorset, DT9 4NZ.

Geography

PART-TIME experienced (probably) TEACHER required to teach in O, P and A level classes. Tel. N.W.3.—White Box 2455. The Times W.C.1. EC4P 4BZ.

Mathematics

EDINBURGH
MERCHISTON CASTLE SCHOOL
EH13 0PU
Required in September 1976 or January 1977 a GRADUATE (Oxford) MATHEMATICS at 'O' and 'A' level. Scale 3 plus Responsibility allowance. Assistance with removal expenses. James Lawrence, extra-mural activities Grant, Headmaster.
Apply Headmaster.

OXFORD
GRADUATE MATHEMATICIAN to teach 'O' and 'A' level Mathematics at St. Aidates College for boys, required for post to commence September, 1976.
Write for further particulars, giving curriculum vitae to the Principal, The Rose Place, Oxford OX1 1RP.

PART-TIME experienced Maths teacher required for 10 periods weekly. N.W.8.—Box 2455A, The Times, W.C.1X 8EZ.

Modern Languages

CENTRAL LONDON TUTORIAL COLLEGE
Requires GRADUATE, preferably 28 years+, with experience in FRENCH teaching to 'A' level. Salary £3,000 to £3,500 p.a. according to age and experience. Write Box 2441, The Times, W.C.1X 8EZ.

CLWYD
LINDISFARNE COLLEGE
Wrexham, Denbighs. LL14 4LD
Required in September, 1976 :
Graduate ASSISTANT in FRENCH and GERMAN. Salary : Burnham and Government Superannuation Scheme. Applicants interested in one or more of the following out-of-school activities would be an advantage : Games (rugby, soccer), Scout, Cadets, sports.
Single accommodation.
Apply immediately to the Headmaster giving curriculum vitae and the names and addresses of at least two referees.

Science

CANTERBURY
STAFFORD HOUSE TUTORIAL COLLEGE AND SCHOOL OF PHOTOGRAPHY
Wanted for September, young graduate GRADUATE in PHYSICS to teach A form teaching 'A' and level sciences to foreign students.
Applications to the Principal, 69 New Dover Road, Canterbury CT1 3DG.

Fit The THES on Your Schedule

THE TIMES Higher Education Supplement

OXFORD
Graduate BIOLOGY TEACHER required for 'O' and 'A' level classes. Permanent staff at St. Aldate's College for boys. Commences September.
Write, sending curriculum vitae to the Principal, Rose Place, Oxford OX1 1RP.

Speech and Drama

LONDON, W.4
Qualified TEACHER of SPEECH and DRAMA required. Part time. To commence Autumn term 1976.
Details from The Philbeach Stage School, 9 Rupert Terrace, W.8 (Tel. 1210).

Other than by Subject Classification

SURREY
CONVENT OF THE SACRED HEARTS
74 Dorking Road, Epsom, KT18 7LT
Required for September, 1976 :
ASSISTANT TEACHER for Girls' Boarding and Day School.
NURSERY/PRIMARY TEACHER for Nursery and Primary Classes.
We are an independent day school.

SUSSEX
STUDENT TEACHER required for September, 1976, to help with woodwork, reading, Maths and Geography in an independent secondary school catering for 11-16 year olds with dyslexia. Free board and lodging.
Apply by 31st August 30 sending curriculum vitae and names of two referees to the Headmaster, Mrs. Nicholson, Ashdown House, Northiam, Nr. Rye, Sussex. Telephone: Northiam 239.

SUSSEX
Required in September, resident MASTER to take MATHEMATICS and SCIENCE to 'O' level and GENERAL SUBJECTS.
Apply Headmaster, Battle House, Battle, Sussex.

GARDITAS-THRING SERVICES LTD.
6, 7 & 8 Berkeley Street
Off New Bond Street
Telephone 01-734 0161
are seeking fully qualified experienced School Teachers
for
INDEPENDENT SCHOOLS
No fee whatever is payable by candidates for teaching posts

1. LL.B. (later, Ext.) lecturer required part-time for Business Law course in Central London. Phone Clo. for details 01-261 0061.

Preparatory Schools

By Subject Classification

Mathematics

EDINBURGH
MERCHISTON CASTLE SCHOOL
EH13 0PU
Required in September 1976 or January 1977 a GRADUATE (Oxford) MATHEMATICS at 'O' and 'A' level. Scale 3 plus Responsibility allowance. Assistance with removal expenses. James Lawrence, extra-mural activities Grant, Headmaster.
Apply Headmaster.

OXFORD
GRADUATE MATHEMATICIAN to teach 'O' and 'A' level Mathematics at St. Aidates College for boys, required for post to commence September, 1976.
Write, sending curriculum vitae to the Principal, Rose Place, Oxford OX1 1RP.

PART-TIME experienced Maths teacher required for 10 periods weekly. N.W.8.—Box 2455A, The Times, W.C.1X 8EZ.

Modern Languages

CENTRAL LONDON TUTORIAL COLLEGE
Requires GRADUATE, preferably 28 years+, with experience in FRENCH teaching to 'A' level. Salary £3,000 to £3,500 p.a. according to age and experience. Write Box 2441, The Times, W.C.1X 8EZ.

CLWYD
LINDISFARNE COLLEGE
Wrexham, Denbighs. LL14 4LD
Required in September, 1976 :
Graduate ASSISTANT in FRENCH and GERMAN. Salary : Burnham and Government Superannuation Scheme. Applicants interested in one or more of the following out-of-school activities would be an advantage : Games (rugby, soccer), Scout, Cadets, sports.
Single accommodation.
Apply immediately to the Headmaster giving curriculum vitae and the names and addresses of at least two referees.

Science

CANTERBURY
STAFFORD HOUSE TUTORIAL COLLEGE AND SCHOOL OF PHOTOGRAPHY
Wanted for September, young graduate GRADUATE in PHYSICS to teach A form teaching 'A' and level sciences to foreign students.
Applications to the Principal, 69 New Dover Road, Canterbury CT1 3DG.

Other than by Subject Classification

BERKSHIRE
JAMES COURT—I.A.P.S. DAY SCHOOL
Required, TEACHER for class of 8 boys, aged 7-8 years, to commence from the Spring September term 1977. Apply to Mrs. Maidenhead Thicket, Berks SL6 3QE.
Post in writing to the Principal.

DORSET
Required for September a TEACHER to take P.E., R.E. and Mathematics. Scale 3 — Burnham Scale plus — according to qualifications and experience. Apply write with details of experience, curriculum vitae to: The Headmaster, The Preparatory School, Sherborne, Dorset, DT9 4NZ.

LONDON, W.2
EDUCATIONAL PREPARATORY SCHOOL
Wanted for September, young TEACHER with at least 2 years' experience for girls aged 7-11 years.
Must be willing to take part in extra-curricular activities.
Salary : Burnham Scale plus Special Schools Allowance. Residence is available for a single person.
Applications with curriculum vitae and names and addresses of two referees to the Administrative Principal as soon as possible.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TUNBRIDGE WELLS DIVISION
BROOMHILL BANK SCHOOL
Broomhill, Tunbridge Wells
A boarding, special school for 100 E.S.N. senior girls.
A TEACHER with experience, preferably in special education, is required to take general subjects, music and games. The post is non-resident : scale 3 + B.S.A.
Applications forms available from (stamped addressed envelope) and returnable to D.E.O., Grove Hill Road, Tunbridge Wells.

Independent Schools

By Subject Classification

English

FIFE
ST. LEONARDS SCHOOL
St. Andrews
Required for September, 1976—
Honours GRADUATE in ENGLISH with U.C.E. experience for Middle School reaching 'O' and 'A' level work.
Non-resident or resident staff. Burnham salary scale. Government superannuation.
Please apply to the Headmistress with curriculum vitae and the names of two referees.

PREPARATORY
Mathematics continued

YORK
Temporary/permanent MATHEMATICS TEACHER required for September, January or April 1977. Good salary. Apply in writing to Headmaster, Bootham School, York.

Temporary accommodation available for September.

Salary similar to Burnham. Generous superannuation. Council accommodation.

Apply with curriculum vitae to Headmaster, Clayton and Turner Schools, 1-3 Streetly Lane, Sutton Coldfield, Warwickshire.

EXPERIENCED TEACHER required for Junior Girls' School September 1976. Stamford Hill area. Phone 802 0049.

Modern Languages

HAMPSHIRE
Senior resident TEACHER required for September, 1977, in LA.E.N. school in Hampshire to teach French to 'O' level with some 'A' level ability to teach Social Biology and Spanish. Interest in sport and soccer almost essential as well as ability to coach rugby and/or basketball.
Senior accommodation available for a married couple who would be willing to be fully involved in the life of the school in some way.
Please write giving full details of curriculum vitae and names and addresses of two referees to the Headmaster, Northlea Primary School, West Meon, Petersfield, Hants GU32 1LH.

SUSSEX
COPTHORNE SCHOOL
COPTHORNE
Required in September, 1976, a FRENCH TEACHER for 11-16 boys. Scale 3 plus responsibility allowance. Assistance with removal expenses may be given in approved cases.
Application forms and further particulars from the Director, Education Department, Lauderdale House, Lauderdale Street, Bedford.

BURY
Metropolitan Borough of
BURY METROPOLITAN COLLEGE
DEPARTMENT OF EDUCATION
LECTURER GRADE II
LANGUAGE LABORATORY
Applications are invited for the above post to teach practical and theoretical subjects mainly to apprentices mainly on first-year City and Guilds courses in Engineering Craft and Technician courses leading to Higher National Certificate and Diploma.
Applicants should hold appropriate qualifications and preferably have had experience in industrial training. The post is suitable for graduates with teaching experience.
Salary : Subject to qualifications and experience. In the range £3,459 per annum to maximum of £3,918 per annum.
Preference given to those applicants offering Russian and German.
Further particulars and application forms from the Director of Education, Athenaeum Street, Bury, Lancs. BL9 0DN, to whom they should be returned by 31st August, 1976.

EALING
(London Borough of)
ACTON TECHNICAL COLLEGE
High Street, Acton, W3 6NU
Telephone 992 3344, Ext. 2371

MOTOR VEHICLE
LECTURER GRADE I
Required as soon as possible LECTURER I to teach MOTOR VEHICLE subjects.
Salary £2,469 to £3,377 plus £345 London Allowance and £510 supplement.
Commencing point depending on age and experience.
Application forms and further details may be obtained from the Registrar and Clerk to the Governors, to whom completed applications should be returned within 14 days from appearance of advertisement.

HARINGEY
(London Borough of)
HARINGEY POLYTECHNIC
Telephone: 01-348 8171
Telex: 923 284
SENIOR MATHEMATICS TEACHER
Required in January, 1977, to teach mainly to Counties and 'A' level standard. It is hoped to appoint an experienced teacher. Ability to take 1st XI Soccer an asset.
This vacancy is due to promotion. Post is resident or non-resident on Day and Weekly Boarding basis. Candidates should be willing to take part in extra-curricular activities. Burnham Scale and Government Superannuation.
Please apply immediately to Headmaster with curriculum vitae and the names and Tel. No. of two referees.

Colleges of Further Education

BEDFORD
BEDFORD COLLEGE OF HIGHER EDUCATION
Applications are invited for the following temporary posts :
DEPARTMENT OF ENGINEERING
LECTURER II/SENIOR LECTURER IN MANUFACTURING PROCESSES
The appointments will be for a period of three years. Salary according to qualifications and experience.
Further particulars and application forms from the Director, Bedford College of Higher Education, Cauldwell Street, Bedford.

BURY
Metropolitan Borough of
BURY METROPOLITAN COLLEGE
DEPARTMENT OF EDUCATION
LECTURER GRADE II
LANGUAGE LABORATORY
Applications are invited for the above post to teach practical and theoretical subjects mainly to apprentices mainly on first-year City and Guilds courses in Engineering Craft and Technician courses leading to Higher National Certificate and Diploma.
Applicants should hold appropriate qualifications and preferably have had experience in industrial training. The post is suitable for graduates with teaching experience.
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Please apply immediately to Headmaster with curriculum vitae and the names and Tel. No. of two referees.

HERTFORDSHIRE
NORTH HERTFORDSHIRE COLLEGE
DEPARTMENT OF BUSINESS AND MANAGEMENT STUDIES
Required as soon as possible, LECTURER I in LAW, to teach mainly Commercial Law to a range of National Certificate and Diploma in Business Studies, Professional and Secretarial courses.
Preference will be given to applicants with teacher training and/or experience, and able to offer related areas of Industrial Law.
Salary £2,469 to £3,377.
Application forms and further details from the Principal, North Hertfordshire College, Cambridge Road, Hitchin, Herts. SG4 0JD.
Closing date 3rd September, 1976.

LANCASHIRE
EDUCATION COMMITTEE
FURTHER EDUCATION
W.R. TUSON COLLEGE
September, 1976, for limited periods.
Temporary LECTURERS, Grade I on L.P.D. and T.O.P.S. courses.
CARPENTRY and JOINERY; BRICKLAYING
PAINTING and DECORATING
Until 15th September 1976 to 1st April, 1977.
MECHANICAL ENGINEERING SHOP : FABRICATION and WELDING
13th September, 1976 to 8th July, 1977.
Stamped addressed envelope for application forms and further details to the Chief Administrative Officer, W. R. Tuson College, St. Vincent's Road, Preston PR1 8YB to whom they are to be returned by 1st September, 1976.

NELSON AND COLN COLLEGE
1st January, 1977
LECTURER II
in charge of HAIRDRESSING
LECTURER II
Further details from the Chief Administrative Officer, on behalf of the Governors, Scotland Road, Nelson by 30th August, 1976.
Previous applicants need only be re-nominated if they make a written request.

LEEDS
CITY COUNCIL
DEPARTMENT OF EDUCATION
LECTURER GRADE I POST
PARK LANE COLLEGE OF FURTHER EDUCATION
Park Lane, Leeds LS3 1AA
Tel : Leeds 443011
Principal : Miss Joan B.Coles, D.P.A., J.P.
Applications are invited from suitably qualified and experienced persons for the post of LECTURER I in the DEPARTMENT OF PUBLIC ADMINISTRATION to teach Commerce to G.C.E. 'A' level and intermediate Professional courses. The duties will be offer Economics as a subsidiary subject to 'A' level candidates. Duties to commence as soon as possible. Salary in accordance with the Burnham Further Education Scale.
Further particulars and forms of application may be obtained from the Principal and should be returned within seven days of the appearance of this advertisement.

LANCASHIRE
EDUCATION COMMITTEE
FURTHER EDUCATION
W.R. TUSON COLLEGE
September, 1976, for limited periods.
Temporary LECTURERS, Grade I on L.P.D. and T.O.P.S. courses.
CARPENTRY and JOINERY; BRICKLAYING
PAINTING and DECORATING
Until 15th September 1976 to 1st April, 1977.
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CITY COUNCIL
DEPARTMENT OF EDUCATION
LECTURER GRADE I POST
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Park Lane, Leeds LS3 1AA
Tel : Leeds 443011
Principal : Miss Joan B.Coles, D.P.A., J.P.
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Further particulars and forms of application may be obtained from the Principal and should be returned within seven days of the appearance of this advertisement.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
BADNOR COLLEGE OF FURTHER EDUCATION
Llandrindod Wells LD1 5EG
Tel : 2001
DEPARTMENT OF BUSINESS STUDIES AND ADMINISTRATION
LECTURER Grade I to SCIENTIFIC STUDIES required for September, 1976.
While previous experience would be advantageous, applications will be welcomed from persons with a good honours degree plus professional qualifications. The successful applicant should be able to teach shorthand and typewriting and/or Pitman Script, typewriting and office practice.
Salary scale Lecturer Grade I (men) £2,469 to £3,377 per annum plus £345 London Allowance and £510 supplementary payment and £462 Lowton Allowance per annum. Salary according to qualifications and experience.)
Application forms from Director of Education, Education Department, County Hall, Llandrindod Wells, Powys.

STAFFORDSHIRE
EDUCATION COMMITTEE
CAULDON COLLEGE OF FURTHER EDUCATION
Applications are invited from suitably qualified persons for the following posts :—
LECTURER II—DEPARTMENT OF PROFESSIONAL AND MANAGEMENT STUDIES
LECTURER II/SENIOR LECTURER I—DEPARTMENT OF MANAGEMENT AND BUSINESS STUDIES
LECTURER II/SENIOR LECTURER I—DEPARTMENT OF MANAGEMENT AND BUSINESS STUDIES
LECTURER II—LAW
LECTURER II—DEPARTMENT OF SECRETARIAL STUDIES
LECTURER II—ACCOUNTS
LECTURER II—SHORTHAND, TYPEWRITING AND OFFICE PRACTICE
LECTURER II—DEPARTMENT OF CONSTRUCTION AND SERVICES
LECTURER I—BRICKWORK
Salary Scales : Lecturer I £3,460 to £4,377 plus £345 per annum; Lecturer II £3,087 to £3,918 per annum, Senior Lecturer £3,651 to £4,377 per annum.
Further details and application forms are obtainable from the Principal of the College, and completed forms should be returned to the Vice-Principal, Cauldon College of Further Education, The Cloisters, Stoke-on-Trent, ST4 2DG, as soon as possible.
All applicants are asked to note that it is the County Council's policy that it is desirable for those employed to be members of an appropriate trade union.

Universities

ABERDEEN
THE UNIVERSITY
LECTURESHIP IN ITALIAN
Applications are invited for above post. Appointment from 1 October or as soon thereafter as possible on scale £3,713 to £5,146 with superannuation benefits.
Further particulars from the Secretary, The University, Aberdeen, with whom applications (four copies) should be lodged by 10 September, 1976.

MIDDLESEX
Recognised Day Preparatory School seeks young master for Mathematics, general subjects, rugby, association, and cricket.
Please write St. John's School, Northwood, Middlesex.

SUTTON COLDFIELD
(BIRMINGHAM SCHOOL)
TEACHER of FRENCH and HISTORY required in September, 1976. Graduate, required in September, 1976. Graduate, preferably with experience in Boarding School. Scale 3 plus responsibility allowance.
Apply with curriculum vitae to Headmaster, Clayton and Turner Schools, 1-3 Streetly Lane, Sutton Coldfield, Warwickshire.

EXPERIENCED TEACHER required for Junior Girls' School September 1976. Stamford Hill area. Phone 802 0049.

Colleges of Further Education

BEDFORD
BEDFORD COLLEGE OF HIGHER EDUCATION
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LECTURER II/SENIOR LECTURER IN MANUFACTURING PROCESSES
The appointments will be for a period of three years.
Salary according to qualifications and experience.
Further particulars and application forms from the Director, Bedford College of Higher Education, Cauldwell Street, Bedford.

BURY
Metropolitan Borough of
BURY METROPOLITAN COLLEGE
DEPARTMENT OF EDUCATION
LECTURER GRADE II
LANGUAGE LABORATORY
Applications are invited for the above post to teach practical and theoretical subjects mainly to apprentices mainly on first-year City and Guilds courses in Engineering Craft and Technician courses leading to Higher National Certificate and Diploma.
Applicants should hold appropriate qualifications and preferably have had experience in industrial training. The post is suitable for graduates with teaching experience.
Salary : Subject to qualifications and experience. In the range £3,459 per annum to maximum of £3,918 per annum.
Preference given to those applicants offering Russian and German.
Further particulars and application forms from the Director of Education, Athenaeum Street, Bury, Lancs. BL9 0DN, to whom they should be returned by 31st August, 1976.

EALING
(London Borough of)
ACTON TECHNICAL COLLEGE
High Street, Acton, W3 6NU
Telephone 992 3344, Ext. 2371

MOTOR VEHICLE
LECTURER GRADE I
Required as soon as possible LECTURER I to teach MOTOR VEHICLE subjects.
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Commencing point depending on age and experience.
Application forms and further details may be obtained from the Registrar and Clerk to the Governors, to whom completed applications should be returned within 14 days from appearance of advertisement.

HARINGEY
(London Borough of)
HARINGEY POLYTECHNIC
Telephone: 01-348 8171
Telex: 923 284
SENIOR MATHEMATICS TEACHER
Required in January, 1977, to teach mainly to Counties and 'A' level standard. It is hoped to appoint an experienced teacher. Ability to take 1st XI Soccer an asset.
This vacancy is due to promotion. Post is resident or non-resident on Day and Weekly Boarding basis. Candidates should be willing to take part in extra-curricular activities. Burnham Scale and Government Superannuation.
Please apply immediately to Headmaster with curriculum vitae and the names and Tel. No. of two referees.

BEDFORDSHIRE
THE OPEN UNIVERSITY
COURSE ASSISTANT (COURSE ASSISTANT)
INITIAL THESE
Applicants should be graduates with sound academic qualifications, the administrative faculty for the course editing with teacher training and/or experience, and able to offer related areas of Industrial Law.
Salary £2,469 to £3,377.
Application forms and further details from the Principal, North Hertfordshire College, Cambridge Road, Hitchin, Herts. SG4 0JD.
Closing date 3rd September, 1976.

Community Homes and Associated Institutions

ESSEX
COUNTY COUNCIL
SOCIAL SERVICES DEPARTMENT
CH

Metropolitan Borough of Rochdale

Education Department

Senior Careers Officer

(Handicapped Young People) AP4
£3,366-£3,702 plus an annual salary supplement of £312.

To provide a careers guidance, job placement and after-care service for handicapped young people throughout the Authority. The post also carries a reduced caseload of secondary school pupils. Applicants should possess a degree and/or have a professional qualification for work in the careers service, i.e. Diploma in Careers Guidance, Diploma of the Youth Employment Service Training Board or Diploma in Vocational Guidance. Previous experience in the careers service is essential.

Assistance may be given with removal and other expenses and with housing accommodation in appropriate cases. Essential user car allowance payable.

Application forms may be obtained from the Chief Personnel Officer, 166 Drake Street, Rochdale OL16 1XG, to whom they should be returned by 30th August, 1976 (Ref. A349).

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION
Park Lane College of Further Education

Registrar

(Ref. No. T.E.S./50)

AP5 £3,825-£4,095 + £312 supplement

The main duties will include supervision and co-ordination of all non-teaching staff and services, budgetary control, direct supervision of finance, compilation of statistical returns and the registration of students.

A recognized qualification would be an advantage. Previous applicants will be considered without the need for a further application.

Application forms and further particulars can be obtained from the Principal of the College, Park Lane, Leeds LS3 1AA. Tel. No. 443011, ext. 38. (Please quote reference.) Please enclose s.a.e. Closing date: 14 days after publication of this advertisement.

LEEDS

Education Overseas

Arab Republic of Egypt

Lecturer

Electronics Industrial

Engineering

At Moharram Bay Technical School, Alexandria, where it is intended to train 1,240 technicians aged 16-23 years at level covering higher and immediate ranges. Courses last 5 years, the last two being at Technical level with instruction given mainly in English, and based on syllabuses of the London City and Guilds Institute adapted for Egyptian conditions. Applicants to work with Egyptian Principal and British Project Leader in planning syllabuses, supervising curriculum and workshop development, advise Egyptian working staff and do some direct teaching. They should be corporate members of Institute of Electrical Engineers with several years' experience in electronics industry, and teaching experience in electronics, workshop practice and control systems to City and Guilds level in Technical College. Appointment three years.

Salary, subject to U.K. tax, in excess of current U.K. salary plus variable taxfree overseas allowance. Superannuation rights safeguarded.

Other benefits include free passages, paid leave and free accommodation and medical attention. All emoluments paid by British Government. Applicants should be citizens of the United Kingdom.

For further information and application form please apply, giving age and brief details of qualifications and experience, to:—

Appointments Officer,

Ministry of Overseas Development

Room E301, Eland House, Stag Place, London SW1E 5DH.

ASSESSMENT CENTRES continued

LANCASHIRE
COUNTY COUNCIL
SOCIAL SERVICES
The Grange, Wiltshire, nr. Blackburn

Resident or Non-resident Teacher

The Grange Assessment Centre accommodates adolescent girls aged between 14 and 16 years.

The person appointed will be expected to play an active part in a multi-disciplinary team, in all caring and assessment aspects of the unit. Teaching experience with disturbed adolescents and the ability to work with clients of varying abilities will be an advantage.

Salary scale: Burnham Scale 2 plus qualified Approved School Allowance £261 and Extraneous Duty Allowance £270, plus approved superannuation £312+.

Interested persons should contact the Superintendent at Blackburn 24037.

Application forms and further details available from the Director of Social Services, Dashy House, 90 Lancaster Road, Preston, for return by 31st August, 1976.

CITY OF LIVERPOOL
SOCIAL SERVICES DEPARTMENT

SENIOR ASSISTANT
4th in charge
£2,949 to £3,726 p.a.
(depending on qualification and experience)

DERWENT HOUSE
ASSESSMENT CENTRE
Liverpool 13

Applications are invited from persons who hold qualifications in Residential Child Care, teaching or Social Work and who may have experience in Residential work with children, for the above post at this Centre which has accommodation for 25 girls between ages of 12 and 16 years.

This post can be either resident or non-resident, but in the case of a non-resident appointment, attendance will be necessary for which an allowance of £55.01 per session is payable. In the case of a residential post, emolument of £311 p.a. will be deducted. General local Government conditions apply.

Application forms, returnable by 30th August, 1976, are available from the Director of Social Services, 36 Hatton Garden, Liverpool L3 2AN. Telephone 051-227 5411, ext. 924.

Youth and Community Service

DORSET
COUNTY YOUTH SERVICE

Applications are invited from suitably qualified and experienced persons for the post of YOUTH LEADER in the service of the Authority has recently been opened to Shire-borne Youth Club. This post offers excellent experience in a progressive service which provides in-service training and facilitates excellent support services. Salary scale within the JNC Scale 2—£2,760 to £3,519 per annum.

Assistance with removal and incidental expenses.

Post application form (to be returned by 3 September) and further details, send stamped addressed envelope to the Staffing Officer, Education Dept., County Hall, Dorchester, Dorset DT1 1XJ.

MANCHESTER (City of)
EDUCATION COMMITTEE
TRAINING UNIT
(Community Education

Applications are invited from youth and community workers TEACHERS or other persons with appropriate skills, for this new post. It offers exciting scope in developing programme of training, initially with special emphasis on youth work and in the establishing of a training unit for the city's community education service. Current training experience, particularly in group work skills, is important.

Salary and conditions of service according to current J.N.C. Report (Assoc. Lec. i.e., £4,008 to £4,932 plus £312 per annum supplement).

Further details and application forms from the Chief Education Officer, Community Education Branch (CE/18), Education Offices, Crown Square, Manchester M60 8AH. Closing date: Monday, September 6, 1976.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
YOUTH AND COMMUNITY SERVICE

Appointment of WARDEN in WESTERHOPE COMMUNITY RECREATION CENTRE.

A suitably qualified and experienced person is required to develop a new Community recreation project in the Westerhope area of the City which includes Old Westerhope Village and the new housing developments at Chapel Park, Chapel House and West Denton.

The successful candidate will be employed by the Education Committee and will be expected to encourage community participation in and the management of the various facilities at the Community Centre building and the surrounding 10 acres of outdoor recreational facilities.

Salary Scale: J.N.C. Range 2 points 5-9 inclusive (£2,532 to £3,100 plus £312 salary supplement).

Further particulars and application forms are available from the Director of Education, Civic Centre, Newcastle upon Tyne 1. Closing date for applications is 14 days after the appearance of this advertisement.

REDBRIDGE
(London Borough of)
YOUTH TUTOR (2 full-time posts)
WANSTEAD YOUTH AND ADULT CENTRE, LOXFORD High Street
CLAYSMORE CENTRE, Claysmore Lane, Hford, Essex

Applications are invited from suitably qualified and experienced persons for the above posts which become vacant as from 1st September, 1976.

The Youth Tutor, who will be a qualified TEACHER, will be expected to undertake teaching duties within the section, in addition to being responsible for the Youth and Adult Centre, to which application will be given by the appointment of a full-time Youth Tutor to the Centre during which time he will undertake a teaching commitment within the adult programme.

Salaries are as follows:—Youth Tutor, 2 Range 2 plus £2,676 to £3,804 inclusive of London Weighting and £312 supplement payment.

Youth Tutor, Claysmore Centre, Range 2 plus £2,676 to £3,804 inclusive of London Weighting and £312 supplement payment.

Application forms and further details are available from:—Chief Education Officer, Recreation Office, Town Hall, Ilford, Essex, IG1 2NN.

Overseas Appointments

AFRICA
TEACHERS (all subjects) urgently needed in Catholic mission schools throughout Africa. We require practising Christians who can express their commitment through dedicated service for this challenging worldwide work. Volunteer terms.

Please send resume for fully paid, 1 year's trial to:—Fr. Vincent Nolan, London NW7 4BA.

ALGERIA
An ENGLISH MASTER for language school for adults in central Algiers. Experience of T.E.F.L. important. Gross salary 1,500 dinars monthly. Accommodation provided.

Telephone or write with details of experience, references, to Director of Studies, 73 Abbots Road, London, S.W.17. Tel. 017 767?.

KENYA
Un-country preparatory school requires Assistant Secretary, Kenyan to take reception duties.

Apply with curriculum vitae and name of two referees to Rishworth, 28 Byron Road, Walsall, Staffordshire.

ITALY
Regularly weekly FLIGHTS to North England's coast to Berlin to Switzerland and France.

Inquiries: Intasun, 52 Southwold Road, London E5 9SH. Tel. 01-806 2477.

TEACHING IN IRAN
September, 1976.
International School (University and Secondary). Small classes. Free travel and housing. Good salaries. References and interview required.
Telephone Brussels 11/7.6??.

SPAIN
Several vacancies for ENGLISH TEACHERS.
Canary Island and mainland. Some suitable married couples. Details from 01-631 4?05.

Administration

Local Education Authority

CHESHIRE
CAREERS OFFICERS
(two posts)

Crewe and Nantwich District To work as members of a team undertaking the full range of vocational guidance duties. Applicants must be trained and qualified Careers Officers.

Salary within the range £2,532 to £3,702, plus £312 per annum Supplement). Maximum for unqualified officers £3,282 plus £312 per annum Supplement). Attractive salary for officers with 12 months' satisfactory experience in a full-time training course. £3,300 plus £312 per annum Supplement.

Application forms and further particulars are obtainable from the Personnel Section, Cheshire County Council, The County Hall, Chester CH1 1SF. Closing date: 3rd September, 1976.

EAST SUSSEX
SENIOR EDUCATION WELFARE OFFICER
HOVE Area
£3,879 to £4,407 per annum

Responsible to the County Education Welfare Officer and the Area Education Officer for the supervision of the service in the Hove area, including the supervision of four Education Welfare Officers.

Domiciliary scheme of removal/relocation grants for householders.

Details and application form from Chief Education Officer (EDU), P.O. Box 4, Lewes, East Sussex.

HAMPSHIRE
EDUCATION AUTHORITY
HIGHBURY TECHNICAL COLLEGE
Portsmouth

ASSISTANT SECRETARY, £3,990 to £4,845 per annum, plus £312 Fee Award.

Qualified Accountant required, preferably with knowledge of education accountancy; assist in staffing matters an advantage.

Application forms and further details from the Secretary, Highbury Technical College, Portsmouth PO6 2SA. (Cosham 3?8?1). Extension 3?71.

HAMPSHIRE
CAREERS SERVICE

SPECIALIST CAREERS ADVISER FOR HANDICAPPED PUPILS

Up to £4,?00

Following promotion, a vacancy exists for a Specialist Careers Adviser for Handicapped Pupils based in Colchester and Ipswich. Applicants should possess a degree, a diploma in vocational guidance or other appropriate qualifications and experience in—and favourably inclining for—the Careers Service. Assistance may be given with subsistence and removal expenses.

Please quote reference No. 8448/AA when obtaining further particulars and application form, returnable by 6th September, from the Personnel Officer, The Castle, Winchester, Hants, SO23 8UJ.

HERTFORDSHIRE
COUNTY COUNCIL
EDUCATION WELFARE OFFICER
ST. ALBANS DIVISION
Immediate vacancy.
Salary Scale £3,?13, non superannuable addition of £?05, arranged with Hatfield Centre from United Kingdom University and not less than 3 years experience to £4,?01. Commencing salary according to qualifications and experience.
Further details and application form (stamped addressed envelope) from Divisional Education Officer, 1?1 Hatfield Road, St. Albans.

LIVERPOOL
TRAINEE CAREERS OFFICERS
£1,?64 to £2,?57 per annum
Ring Road Area

Applicants must possess a qualification, or equivalent qualification, as specified by the Department of Education and Science, and have been in full-time employment for at least one year. The successful candidates will attend a full-time training course at Birmingham Polytechnic, commencing January, 1977.

Forms and further details obtainable from Assistant Secretary (Personnel), 14 Sir Thomas Street, Liverpool L1 6BJ, by 31st August.

NOTTINGHAMSHIRE
EATON HALL COLLEGE OF EDUCATION
Retford
Principal: E. R. Morgan, J.P., M.A., U.E.S.A.

Applications are invited for the post of BURSAR who will act as the College's Finance Officer and Deputy to the Senior Administrative Officer.

Salary will be in accordance with the A.U.T. 4 Scale of the N.J.C. Scheme, i.e., £5,?66 to £6,?72 plus £312 per annum cost of living supplement.

Application forms and further particulars may be obtained from the Senior Administrative Officer at the College.

SOUTH GLAMORGAN
(County of)
EDUCATION DEPARTMENT
CAREERS OFFICERS
(2 Posts)

£?,?35 to £?,?74 plus £312)

Applications are invited from qualified and/or experienced persons for two vacant posts of CAREERS OFFICERS. Duties will be to advise pupils of average ability in the county council's comprehensive schools. One officer will be based in Cardiff and the other in the Barry careers office.

Youth and Community Service

Club Leader

Applications are invited from persons holding a recognised professional qualification in Youth Work and with some previous, and relevant, full-time experience for this post with the Cameron Athan Boys' Club, situated in Walthamstow, London, E.17.

The appointment is to the Local Education Authority, on permanent full-time secondment to the Cameron Athan Club.

Salary is in accordance with the Burnham (Further Education) Lecturer 1 Scale, rising to a maximum of £4,?66 inclusive of London Weighting.

For further details and an application form write to Mr. J. N. Parker, the Principal Youth and Community Officer, at the Municipal Offices, High Road, Leyton, London E10 5QJ. Closing date for receipt of applications Friday, 10th September, 1976.

London Borough of **Waltham Forest**

LONDON BOROUGH OF BARNET

MANAGER

ASHMOLE SPORTS CENTRE

Salary APS £4,110 to £4,380 inclusive, plus £312 Supplement Payment

Applications are invited for the above post from persons with administrative skill and experienced in community recreation.

This Centre comprises a sports hall, gymnasium, main hall, open-air swimming pool, playing fields and tennis/hard play areas. These facilities are shared by Ashmole School and the general public, with the community use being in the evenings and at weekends.

Application forms and further details are obtainable from the Director of Educational Services and Chief Education Officer, Town Hall, Friern Barnet, N11 3DL, returnable by September 3, 1976. Ref. ADM/218.

COUNTY OF AVON Education Service

ASSISTANT YOUTH WORKER

(Full-time)

At Eagle House Youth Centre, Knowle West, Bristol

Salary scale: JNC Scale 2 £2,?12-£3,537

Plus £312 p.a. supplementary

To work closely with full time youth worker-in-charge, sharing the management of the staff team and the development of the Youth Centre programme.

Applicants should be qualified, preferably with some youth work experience.

Assistance with removal expenses, where appropriate.

Further details and application forms returnable by 3rd September from Director of Personnel (Tel: Bristol 298565), Avon House, The Haymarket, Bristol BS99 7DE. Please quote ref. no.: EDU 12.

The British Council

Invites applications for the following posts:

Teacher of English Language (Bulgaria)

Government English Medium Secondary Schools, Sofia and Plovdiv

Candidates, single men or women, should be qualified teachers of English, preferably graduates, with relevant experience.

Salary: 400 leva per month (approx. £204 at present rate of exchange). 10 per cent tax.

Benefits: free accommodation, heating and lighting, medical attention. One-year contracts, renewable.
76 SS 27-36

Headmistress or Director of Studies (Peru)

San Silvestre School, Lima

The designation of the post is dependent upon the qualifications of the appointed candidate.

Headmistress: teaching certificate, 10 years experience (secondary level) including 1 year in administration. Age 35-50.

Salary: paid in local currency (Sols). (At present £5,?66-£7,593 p.a.) Three-year contract, renewable.

Director of Studies: Degree, teaching certificate, 5 years experience, 2 years with special responsibility. Age 30-45 years.

Salary: Paid in local currency (Sols). (At present £4,056-£5,520 p.a.) Two-year contract, renewable.

Benefits: cost of living allowance, rent allowance, terminal bonus, employer's share of UK superannuation, medical scheme.
76 US 128

School Appointments (Peru)

Markham College, Lima

a. Assistant Master for General Service; men only.
b. Assistant Master for the Lower School with responsibility for Music.

Qualified teachers aged 25-35 with 2 years experience. Music qualifications desirable. Single candidates preferred.

Salary: Burnham Scale.

Benefits: Overseas allowance, terminal bonus, medical scheme, employer's share of UK superannuation, three-year contract, renewable.
76 US 126-127

Director of Institute (Chile)

Chilean-British Institute, Concepcion

Single Male graduate, aged 25-35 with 3 years TEFL experience, including administration. TEFL qualification desirable.

Salary: £3,260 p.a. (under negotiation at present).

Benefits: free accommodation, medical scheme, Two-year contract, renewable
76 UO 137

ELT Adviser (Niger)

Ministry of National Education, Niamey

Advising through the Institut National de Documentation de recherche et animation pedagogique on development of ELT in Niger. A limited amount of university lecturing.

Relevant degree and fluent French essential. Postgraduate TEFL qualification, experience or advising on ELT and of Francophone Africa desirable.

Salary: £4,389-£5,409 p.a.

Benefits: overseas and children's allowances, free accommodation. Two-year contract in first instance.
76 HE 20

Head of Science (Ghana)

Mfantsiman Girls' Secondary School, Saltpond

To teach Physics and possibly Chemistry and/or Biology to "A" level.

Relevant degree and teaching qualification, 5 years relevant teaching experience essential, 2 years as Head of Department, desirable: UK nationals with British Educational background.

Salary: £3,780-£4,875 p.a.

Benefits: free accommodation, overseas and children's allowances, boarding school fees and other benefits paid terminal leave. Four-year contract (two-year contract, renewable, may be possible).
76 HS 62

Lecturer/Adviser in Francophone English—ACE Scheme (Ghana)

Language Centre, University of Ghana, Legon

Devising courses in EFL and Applied Linguistics and lecturing to students from Francophone Africa.

Relevant degree, diploma/MA in EFL/Applied Linguistics, 7-8 years appropriate experience, knowledge of French essential.

PGCE, experience in ESP and audio-visual aids desirable.

Appointment to the British council on contract for 2 years. Possibly renewable.

Salary: £5,678-£6,678 p.a.

Benefits: overseas and children's allowances, free accommodation, medical scheme.
76 TU 116

Primary ELT Posts (Cameroon)

Institut Pedagogique Applique a Vocation Rurale, Buea

Primary ELT Course and Textbook Production Expert
To prepare and evaluate an English Language course for primary schools and to prepare materials.

Degree, postgraduate TEFL qualifications and experience of TEFL/TESL at primary level.

Primary ELT Teacher Training and Curriculum Development Expert
To train teacher trainers, to organise and supervise teacher training and in-service courses.

Degree, PGCE preferably in TEFL/TESL and experience of teacher training and curriculum development at primary level.

Overseas experience and a good knowledge of French desirable for both posts.

Salary: £4,389-£5,409 p.a.

Benefits: overseas and children's allowances, free accommodation. Two-year contracts.
76 HO 134-5

Village Technology Expert (Cameroon)

Institut Pedagogique Applique a Vocation Rurale, Buea

To continue with a survey and analysis of village crafts, materials and personnel and to develop appropriate technology curriculum for use in primary schools and teacher training/in-service courses.

Degree or teaching qualification and substantial relevant overseas experience.

Good knowledge of French very desirable.

Salary: £4,389-£5,409 p.a.

Benefits: overseas and children's allowances; free accommodation, two-year contract.
76 HO 136

Lecturers in TEFL (Iran)

British Council Teaching Centre, Meshed

For teacher training, supervision, course design, ESP materials preparation and administrative duties.

Degree or teachiug certificate; postgraduate TEFL/TESL qualification; 8 years relevant experience, including 2 years specialised TEFL experience of ESP/teacher training/administration. Single or married candidates eligible.

Salary: £5,001-£5,817 p.a. tax free.

Benefits: accommodation allowances £2,200 p.a. (single); £2,680 p.a. (married + 1 child); £3,160 p.a. (married + 2 children); family fares; children's educational allowances; employers portion of UK superannuation; medical scheme.

Two-year contracts, renewable.
76 HO 88-9

Lecturers in EFL (Iran)

Language Centre, University of Azarabadegan, Tabriz

Graduates, preferably with TEFL or similar qualification and TEFL experience.

Experience of teaching technical/scientific English desirable.

Salary: £3,600-£4,800 p.a. approx.

Benefits: accommodation allowance, medical scheme.

One-year contracts, renewable.
76 HU 83-9

Head of English (Yemen)

National Institute of Public Administration, Taiz

To administer the English Department and to teach English language to Cambridge Proficiency level to adult Yemeni students.

Candidates, men only, must be graduates with 5 years TEFL experience. TEFL qualification desirable.

Salary: £4,389-£5,409 p.a. tax free

Benefits: overseas and children's allowances, free furnished accommodation. Two-year contract, renewable.
76 AO 59

English Specialists (Thailand)

Chulalongkorn University, Bangkok

a. Specialist in Instructional Materials in ELT.
b. Specialist in Curriculum Evaluation and Testing

Graduates with relevant postgraduate qualifications and experience (at least 3 years).

Appointment to the British Council on contract.

Salary: £5,678-£6,678 p.a.

Benefits: overseas and children's allowances, free accommodation, medical scheme. Two-year contract, renewable.
76 TU 104/5

Three English Teachers (Laos)

Lycee de Vientiane, Lycee Fangum, Lycee Technique

Graduates with TEFL qualification and experience.

Salary: £2,967-£5,229 p.a.

Benefits: free furnished accommodation, overseas and children's allowances, superannuation and medical schemes. Two-year contract, renewable.
76 US 129-31

Return fares are paid. Local contracts are guaranteed by the British Council.

Please write, briefly stating qualifications and length of appropriate experience: quoting relevant reference number and title of post for further details and an application form to the British Council (Appointments), 65 Davies Street, London W1Y 2AA.

SAUDI ARABIA
University of Petroleum and Minerals
Dhahran

Invites applications for lecturers in:

ENGLISH AS A SECOND LANGUAGE

for the academic year starting in September, 1976, but applications will be considered from candidates not available until later in the year. Applicants should be Male Graduates with a minimum of two years' appropriate experience and preferably holding a Diploma in Linguistics or similar qualification. Candidates will be required to teach English to post-secondary school students with an elementary to intermediate knowledge of the language.

Interviews will be held in London in first week of September by a representative of the University.

Competitive tax-free salaries are offered, according to qualifications and experience: two-year contracts, renewable, with return passage paid, and excellent, free, air-conditioned furnished accommodations. There are educational assistance grants for school-age children and a local transportation allowance in cash each month. Two months' duty each year with two months' paid holiday. There is the possibility of participating in the University's Summer programme with educational remuneration.

Please apply immediately with full Curriculum Vitae including list of references, nationality, family status, home and office telephone numbers to:

G. E. B. Harrison, M.A.,
Gabbitas-Thring Services Limited,
6, 7 & 8 Sackville Street, London W1X 2BR.

EDUCATION OVERSEAS

Botswana

Primary Teacher Educator

Mathematics

To assist with the initial training of teachers: to assist in primary schools, making frequent informal visits; to consider alternative approaches to the primary syllabus; to be engaged in a programme of in-service work. Applicants, under 45, must be trained teachers with at least 8 years primary teaching experience. Appointment for two-three years.

Salary in range £1,762 to £6,965 p.a. which includes allowance, normally tax free in range £738 to £2,730 p.a. Terminal gratuity 25 per cent p.a. of basic salary.

Teacher

Woodwork and Technical Drawing

To teach to 'O' level and assist in extra mural activities and undertake boarding duties. Applicants aged 25-45 must be qualified with minimum 5 years secondary teaching experience. Appointment two-three years.

Salary in range £1,762 to £6,290 p.a. which includes allowance, normally tax free in range £738 to £2,730 p.a. Terminal gratuity 25 per cent p.a. of basic salary.

Tristan da Cunha

Secondary Education

Senior Education Officer

From May, 1977, for senior class of about 16 pupils aged 11-15 of 70 pupil school to teach essential subjects, e.g., Mathematics, English and Science to perhaps 'O' level standard, to improve educational standards and to enable pupils to qualify for higher education abroad; to coach pupils for overseas training, undertake youth work, e.g., Cub Scouts, Duke of Edinburgh Award Scheme; initiate adult evening classes, assist with "on-job" training of local unqualified teachers, participate in local broadcasting system and assist with formal education of expatriate children. Applicants must be qualified and experienced teachers, preferably graduates and committed and practising Christians. Experience of teaching in isolated rural areas most desirable and teaching up to and including GCE 'O' level necessary with preference for married applicants. They should have ability to adapt to new situations, perceive what is needed and solve problems with imagination, sympathy and tact. Appointment two years.

Salary in range £3,342 to £6,946 p.a. which includes allowance, normally tax free in range £2,220 to £4,200 p.a. Terminal gratuity of 25 per cent p.a. of basic salary.

Other benefits (all posts), include free family passages, paid leave, children's education allowances and subsidised accommodation. An appointment grant of up to £900 and an interest free car purchase loan of up to £900 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

For full details and an application form please apply (indicating post concerned) and giving age, and brief details of qualifications and experience to:—

Appointments Officer,

Ministry of Overseas Development

Room 301, Eland House, Stag Place, London SW1E 5DH.

ADMINISTRATION continued

General

CAMBRIDGE
THE UNIVERSITY
LOCAL EXAMINATIONS SYNDICATE

Applications are invited for the post of ASSISTANT in the SCRUTINY Hall of new candidates, including those for the Certificate of Proficiency in English, and for the Diploma in Spoken English. The assistant will be subject to the Local Examinations Syndicate's Statutes and Ordinances, and will be required to take up duty in January 1977, or as soon as possible thereafter. Duties will include general administrative work on applications and appointments. Candidates should hold a good honours degree in Modern Languages, experience of teaching or of educational administration will be an advantage. Preference will be given to candidates below the age of 25.

The pensionable scales of stipends are under review for Assistants to the Secretaries not ordinarily resident in College are at present:

Grade I: £3,561 a year, rising by seven increments to £5,338.

Grade II: £4,431 a year, rising by five increments to £5,920.

Appointment may be made above the minimum.

Further information may be obtained from the Secretary, Local Examinations Syndicate, 17 Harvey Road, Cambridge CB2 2EU. Application forms not later than 20th September, 1976.

LONDON
THE UNIVERSITY
INTERNATIONAL HALL
Brunswick Square, London WC1

DEPUTY BURSAR

Applications are invited for the post of DEPUTY BURSAR at International Hall, an interdenominational hall of residence for overseas students in London, with 430 undergraduate and postgraduate students with a large proportion from developing countries. Medical will be experienced in finance and management.

The appointment will be made within the Administrative Hall's salary range £3,610 by £75 to £5,010 plus London allowance of £200, a self-contained flat of two rooms, kitchen and bathroom is provided, above the hall, at a rent-purchase agreement.

Applications, preferably from candidates between 30 and 40, should be addressed to the Administrative Principal, International Hall, Brunswick Square, London WC1N 1AS. Telephone: 01-837 0746.

SCOTTISH ASSOCIATION OF YOUTH CLUBS

Invite applications for the position of

FIELD OFFICER

Applicants should be unmarried graduates, preferably in their early twenties, with a strong personal commitment to youth and community work. Experience of youth leadership would be an advantage. Applicants should be prepared to travel extensively throughout Scotland and working irregular hours.

Salary Scale: £2,757 to £3,711 (under 21) £2,277 to £3,231 (under 20).

Further details and application form, which must be returned by September 10th, may be obtained from the Director, Scottish Council of Youth Clubs, 15 Coates Crescent, Edinburgh EH3 7AL.

Child Care

BASINGSTOKE
THE FAMILY CENTRE

Require two WORKERS to care for the needs of women and children, homeless as a result of mental disorders. Both workers would be directly involved with the children at centre, and one would take particular responsibility for liaison with and the other responsibility for administration of centre, with outside agencies. Salaries £2,550 to £3,063.

Please write Jenny Tavill, 11 Lightfoot Grove, Basingstoke, Hants.

BERKSHIRE
WOKINGHAM DISTRICT
FIELD HOUSE HOSTEL
Close Lane, Sandhurst, Berks. (Wokingham 76595 or 76596).

HOUSEPARENT required for the above Hostel for 22 maladjusted girls aged 11 to 16 and 2 years. Sympathetic concern for girls in difficulty is essential. The post is either residential or non-residential.

Application forms and further details from the Warden, quoting ref. 3.

ESSEX
THE CHRISTNER RESIDENTIAL SCHOOL
Hatton Road, Chelmsford CM1 7HT

The Christner School is a newly-established residential special school catering for 12 maladjusted and socially deprived boys aged eight to 16.

Applications are invited from individuals willing to participate in HOUSEPARENTS (full and part-time).

Responsibilities will necessitate involvement with a small group of adolescent boys in a developing caring community.

Salary scale: £1,791 to £2,856. Residence available for a single person.

Applications, in writing, with names and address of two referees to the Administrative Principal as soon as possible.

Educational Psychologists

CHESHIRE
TEMPORARY EDUCATIONAL PSYCHOLOGISTS

Required for 1 fixed term from September, 1976, to 24th August, 1977, willing to join and assist senior if so asked. Applicants should be experienced Educational Psychologists.

Salary within the range £3,600 to £4,491 (plus £612 per annum supplement) according to qualifications and experience.

Application forms and further particulars are available from the Director of Education, Chester House, Boughton, Chester CH3 5AN. Closing date, 3rd September.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
BRECHFA PARK
BRECKNOCK (LD. 66)

Required for January 1, 1977, a qualified special (only) TEACHER in the school (EDUCATIONAL SERVICE) (Scale 3). Additional allowance payable to teachers qualified to teach Welsh. Candidates should be interested in the establishment of a new unit for the integration of maladjusted children into normal schools. Further particulars obtainable from the Headmaster, Brecknock Junior Young Adults Centre, overlooking the Mountain Lake, Brecon. Application forms, further particulars obtainable from the Secretary, Education Department at the above address. Completed forms should be returned not later than 3rd September, 1976.

Applications should be addressed to the Controller of Education Services, Education Department, P.O. Box No. 64, Civic Centre, Stanley Road, Harrow HA1 2UW. Completed forms should be returned not later than 3rd September, 1976.

HOVE
TEACHING POSTS
at the
ENGLISH LANGUAGE CENTRE
(A DIVISION of STUBBS—EDGINGTON)

The English Language Centre with highly qualified staff and excellent class facilities, is a unique language in the above area. The English Language Centre, Edgington Young Adults Centre, operates in the summer only. Candidates are offered at the English Language Centre for the summer of the year.

TEACHING POSTS

There are vacancies on the permanent teaching staff for experienced TEFL teachers, particularly with TEFL experience in the Arab world and/or scientific qualifications.

Salaries according to qualifications and experience.

Application to the Director of Studies, The English Language Centre, 57 Pamella Mansions, Hove BN3 5HH.

KENT
SCHOOL OF ENGLISH STUDIES
Folkestone

Vacancy on permanent staff September/October for qualified and experienced TUTOR of E.F.L.

Salary scale related to Burnham/Willis Further Education.

Please apply to Vice-Principal, 26 Trimnell Gardens, Folkestone, Kent.

READING
THE UNIVERSITY
CENTRE FOR APPLIED LANGUAGE STUDIES

The Centre for Applied Language Studies requires teachers of English as a Foreign Language to participate in the professional English language course being held between 30th August and 24th September, 1976. All the students on this course are about to begin postgraduate courses of study in various subjects.

Applicants should possess a postgraduate qualification in E.F.L. or Applied Linguistics, and should have several years relevant teaching experience.

The rate of pay is £2.75 per hour for 20 weekly teaching hours.

Applications should be made in writing to the Centre for Applied Language Studies, University of Reading, Whiteknights, Reading RG6 2AA, or by phone to Reading 86123, ext. 6076.

SCARBOROUGH
EUROPA SCHOOL OF ENGLISH
36 Esplanade, Scarborough YO11 2AG

has vacancies for a TEACHER with RTE experience interested in full-time employment until end of September or mid-October.

For further information please write to the Principal giving brief c.v. and stamped addressed envelope.

PROGRESSIVE language school requires permanent members of staff. Must have R.S.A. qualifications or L.C.C. experience and formal teaching qualifications. Posts of responsibility available to good full applicants. Commencing September. Written applications only to: Bryanston Academy, 26/28 Bryanston Mews West, London W1H 8HA.

Librarians

DURHAM
COUNTY OF ST HILD & ST BEDE
ASSISTANT LIBRARIAN

Applications are invited from librarians who have completed their year of the Library Association Examinations for the post of Assistant Librarian in the College Library.

Salary £3,127 to £3,863 according to the N.J.C. Librarian Scale.

Further details from Librarian, Palace Green Library, College of St Hild & St Bede, Durham DH1 3RR, to whom applications should be submitted by 15th September.

Ancillary Services

DORSET
RESIDENT MATRON required in September for Independent Girls' Boarding School.

Apply the Headmistress, Newton Manor School, Swanage, Dorset.

Miscellaneous

HARROW
(London Borough of)
EDUCATION DEPARTMENT
HARROW YOUTH ORCHESTRA

Applications are invited for the part-time post of CONDUCTOR of the Harrow Youth Orchestra. (30 players). The Orchestra rehearses weekly and gives six concerts a year in the London area. Candidates will be expected to audition during September 1976.

Requests for further details and applications forms should be addressed to the Controller of Education Services, Education Department, P.O. Box No. 64, Civic Centre, Station Road, Harrow HA1 2UW.

Completed forms should be returned not later than 3rd September, 1976.

ASSISTANT PROGRAMME DIRECTOR

The American Institute for Foreign Study, the educational travel organisation, is seeking graduates to assist the programme directors in the planning and execution of study and travel programmes for American students. The successful applicants will have two to three years' experience and/or administrative experience, speak and read French, be able to type his/her own letters and be willing to travel several months each year. A minimum commitment of two years will be expected. Salary approximately £3,500.

Apply in writing with two referees to Cyril Taylor, Chairman, AIFS, 37 Queens Gate, London SW7 5HR.

EDUCATIONAL JOURNALIST

required now to write, sub-, paste-up and process production. This is a new post created to complement the skills of a small and enthusiastic team on a growing magazine.

Apply in writing with details of qualifications, experience and present salary to Box TES 2438, The Times, WC1X 8EZ.

DEPUTY EDITOR

with primary school teaching experience and editing and writing skills required. This is a senior and responsible post and we are looking for a creative team leader with an ability to communicate classroom experience. Salary £4,000 per annum.

Apply in writing with details of qualifications and experience to Box TES 2438, The Times WC1X 8EZ.

LONDON
THE LONDON LITERACY ASSOCIATION requires a part-time TUTOR to work with backward readers on one-to-one basis. Fee paid or voluntary. Possibly suit married ex-teachers working at home.

Details from Secretary, 51a, Winchester St., S.W.1.

OFFICE Administration position with opportunities for executive-language teaching and translating. Modern languages graduate with French preferred. Immediate vacancy in S.E. London. 01-692 1877.

Outdoor Education

BRATRAY HALL
A MOUNTAINEER

This post of senior specialist tutor is becoming vacant. Highly competent mountaineers are invited to apply for further details to Chambers, Bratray Hall, Ambleside, Cumbria.

English as a Foreign Language

CENTRAL LONDON

B.A.T.A. International House has fixed-term vacancies requiring from September/October 1976. Excellent working conditions and prospects for graduate teachers. Experience an advantage.

Please write with c.v. or telephone to arrange an interview: Director of School of English, 106 Piccadilly, London W1. Tel. 01-734 0051/2, 01-734 0914.

Educational Courses

GWENT
GWENT COLLEGE OF HIGHER EDUCATION
Caerleon Campus, Lodge Road, Newport, Gwent NP6 1XJ
Telephone Caerleon 423252
Principal: Dr. Ian Gwynne Jones
Number of students: 5,000
A College of the University of Wales

COURSES beginning September 1976 in the Department of Physical Education

A one year full-time course for teachers of physical education wishing to specialise in the teaching of Dance and Movement.

A one year full-time course for graduates in physical education wishing to specialise in the teaching of Dance and Movement.

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Music

Nouveaux riches at the Proms

Robin Maconie

Watching Peter Maxwell Davies conduct is an education. On to the stage he bounds, as stiff as sprung steel, fixes his audience with the confident, penetrating gaze and set smile of a medieval jousting champion, turns, and wilts. The chin drops and the eyes follow, the knees bend, and the straight right arm goes limp. Mouthing Apollinaire's words in Oliver Knussen's setting of the surrealist poet's *Océan de Terre* (Round House, July 26), he scarcely looks at Mary Thomas who is singing them; his hand describes a slow four beats to the bar, drifting like tide-abandoned seaweed. The music burblos. If, as the young composer suggests, his music is not in any sense pictorial, it is difficult to see in what sense it could be anything else. Of course the piece is figurative, of course it fancies Debussy and the overripe perfume of art nouveau. There is more to being a composer than choosing a good text and draping it with affecting noises.

The same decayed salon atmosphere hung over Dominic Muldowney's *Solo/Ensemble* like a cheap musk. And what was this? A sub-Berio (*Circles*) piece for promenading percussionist and mixed quintet. Part of the amusement of this waggish conceit lay in watching the lead clump noisily from one group of percussion instruments to the other two; the other part lay in the repeated witticism of making him appear to play a cymbal which actually turns out to be a gong, and played by somebody else, or else not at all.

At times like this British music seems a lot like British Olympic athletics: all agony and a pulled hamstring. What has become, asked Stravinsky, of the idea of universality—of a character of expression not necessarily popular, but compelling to the highest imaginations of a decade or so beyond its time? There was a time when a well-intentioned critic might have laboured to excuse a new composition on the ground that it was promising theatre, or promising politics, or merely promising. It was plausible to compare Maxwell Davies with Thomas Ford when one could no longer compare him with Britten, at least until *Taverner*: after that one had to compare him with Rowlandson.

But the theatrical parallel no longer works. The sort of theatre on which the present-day crop of enfants vraiment terribles draw their pensions is as inept dramatically as it is musically. No amount of sympathy Donald Bell could bring to the part of George III in Davies's *Eight Songs for a Mad King*, which he played with telling reproach, was able to disguise the baseness and inhumanity of the composer's original conception. Why stage such a piece at all? There is nothing to be gained from pretending to act a piece that conveys no action. Birds in cages fall silent when approached: Davies's caged birds, the players, talk back. The staging arrangement plays havoc with instrument balance, though that has never been much of a liability. "They could not shave him . . . for his mouth was never still" groans a clean-shaven George, doing duty for the off-screen narrator. Parody it is not, for parody is liberating, and this is imprisoning. Ritual, the other word often exercised in this context, is also an abused term. Unless, of course, one means the ritual daily enacted in Soho basements.

Keep your hats on for another licentiate of the Ecole de Neasden in the person of Mr Barry Guy, whose *Songs for Tomorrow* (a BBC commission) adds social protest to the musico-theatrical stew. Based on unctuously sentimental verses by Paul Rutherford which describe a Charing Cross clochardе in "there, but for the grace of the Poetry Council" terms, the work resembles nothing quite so clearly as a polemical comic strip. "The conductor (in tails) represents success, establishment, a figure-head", says the composer in a copiously enclosed programme note; "the pianist, dressed shabbily, represents the old woman". "But" the conductor also represents the people who chose to ignore her as she pleaded for conversation."

Guy might have added that the players, the Sinfonietta, they too represent the people who ignore the old beggar woman. But they ignore her in the persons of the conductor, not the shabby pianist (Stephen Pruslin, looking remarkably well-ranged for the part). As a result the conductor is never sure who he is, and neither are we. "Subconscious neurbses rise to the surface" and displace the conscious neuroses as the composer totally loses track of himself. From time to time, indeed, there are signs that a genuine composer is trying to fight his way out of this metonymical thicket. His sense of musical space is attractive in parts, and there is a lingering ululation for solo cello at the beginning of part two that says more than a thousand words about the human condition.

Not all British music shows such a villainous disregard for moral and artistic principle, I am relieved to say. We still have Lutyens and Birtwistle; and though even they too fall occasionally into too pictorial a mode, the vocal writing of *And Suddenly it's Evening* and *Meridian* has a nobility, and the music a gravity and measure, that both reproves and restores. Such music deserves better than to be put in the charge of the juvenile prodigy Simon Rattle, a lapse of the same cynical kind that persuades the BBC to lend its authority, year upon year, to new British music of the most vulgar and luxurious futility.

Theatre

Inside and out

Heather Neill

An Englishman, an Irishman, a Welshman and a Scot meet nightly to play "the game", a version of pool, in their local. These four, in Gawn Grainger's first play, *Four to One* (a National Theatre workshop production at the Young Vic) enjoy the comfortable conflict of familiar competition, needle each other with nationalistic jokes and discuss life and their television licences, drink, sex, the local vandals. Violence is always an element in the conversation and is taken for granted: "It's only natural", says the Irishman resignedly. Enter a stranger, Harry. He plays well and is resented. When, at last, he is assaulted by the impatient Scot, the intruder is moved to describe his experience of violence while on a tour of duty in Belfast and admits to killing a child. As the lights dim "the four" are about to despatch "the one" with the aid of a billiard cue.

There are several things wrong with the play. To begin with, it is too long: the establishment of the four characters and the theme of violence takes a large proportion of the play. Secondly, any action or dialogue has to compete for attention with the game itself which proceeds until the youth's sudden confession and which, being less predictable than the characters, usually wins. Thirdly, the final action has more to do with neatness of plot than real behaviour. The exclusion, even eradication, of an outsider, especially an eccentric (Harry is sensitive, clever and deaf) is a familiar enough idea in drama, but here he arrives too late; there is no opportunity for the necessary menace to be built up.

Gawn Grainger, a National Theatre actor himself, has an ear for dialogue and an ability to convert his observation of people, especially their humour and their reactions to jokes against themselves, into amusing moments of theatre. But the whole is not a satisfactory sum of the parts.

* * *

Jonathan Miller's production of *Three Sisters* (Cambridge Theatre) has been widely acclaimed. Chekhov's women are here not merely genteel victims of a cruel fate, wasting their culture in a provincial town: Olga (Susan Engel) is still youthful and spirited, everyone's support, Masha (Janet Suzman) is intelligent and Irina (Angela Down) not a dreamy girl, but a young woman all too aware of reality. (When she cries "Moscow, Moscow" at the end of Act I her tone is not one of breathless longing but has a hint of angry frustration and prefigures her hysterical outburst in the next act.)

These sisters should have the courage to escape; the fact that they don't merely intensifies their tragedy. By paying acute attention to details of character, the director and his brilliant cast have built a credible world worthy of the play, finding an exact balance between tragedy and comedy. The natural closeness of the sisters' relationship in the bedroom scene, for instance, allows Irina's hysterics and Masha's confession of her love for Vershinin to be followed by girlish giggles at Irina's mimickry of their vulgar, managing sister-in-law, Natasha.

The Derby Playhouse production of *The Seagull* (Duke of York's), directed by Mark Woolgar, lays the emphasis squarely on comedy. Konstantin's attempt at playmaking is made even funnier by Nina's exaggeratedly jerky acting. Sheila Ballantine's Arkadina is not so much the arrogant grande dame as a silly woman willing to do anything for attention, whether casting herself at Trigorin's feet or twirling girlishly (and tortoring off balance) to prove her youthfulness. Trigorin (Alan Bates) is not in any sense a romantic hero and is self-effacing to the point of extinction. In the final scene Nina's madness is hardly perceptible, so that "I am a seagull . . . no, that's not right" comes oddly.

Many of the characters in *The Seagull* are bound up in themselves, exaggerating their suffering: Konstantin (played by Richard O'Callaghan) on a short fuse from the start) is jealously attempting to prove himself to his famous mother; Masha (Gabrielle Lloyd), hopelessly in love with him, is ostentatiously in mourning for her life; Arkadina plays the great actress in the drawing room. Trigorin is a parasite living on the idiosyncracies of others; he notes foibles systematically for use in his stories, but avoids emotional involvement as far as possible. In this version, the audience is invited to laugh at the ludicrous self-absorption, but, like Trigorin, to keep its distance.

Two productions of Chekhov, then, one in which we laugh, but with sympathy and recognition and the other as outsiders; one which may prove to be the definitive production of our time, the other which, though sometimes enjoyable enough, is essentially one-sided, even crude, in its interpretation.

Beautiful is small

Jill Turner on the Netsuke exhibition

The Japanese call them netsuke and the English call them toggles; while the Oriental objects are finely carved and delicate, their Western counterparts, though fashionable, are simple—almost plaothing.

Netsuke (the word means "root-fix") were used to keep various objects — small cases, tobacco pouches, purses, pipes and the comb-lined brush and ink-well—attached to a sash which secured the wrap-around garment. They probably started as natural objects of convenient shape, but by the seventeenth century artists had taken an interest in them, and for almost 200 years these articles, most of them no more than two inches in any dimension, were the main sculptural form.

To call them miniature sculpture, as the British Museum does, gives no hint of their combined delicacy and strength. Most often carved in wood, ivory or lacquer, they are saved from being "toys" by the accurate observation of natural forms—a mouse, crab, or cow and calf, two bean pods or a frog on a leaf—or by their stylization. In some cases gods, masks, mythical creatures or animals have eyes inlaid with ebony, horn, amber, metal or glass; other netsuke had a secondary function, as watches, sun-dials, flint-lighters or ash-trays.

Before the seventeenth century, netsuke were generally small and flat boxes, but the earliest carved examples were tall figures in wood and ivory with a strong Chinese influence. They represented the Taoist immortals, the Buddhist saints or, more irreverently, Chinese merchants (as effeminate) and Dutch traders (as large-nosed fools). From 1720 onwards, ivory became the most popular material, and by the early nineteenth century the art reached its height, and netsuke became objects of what the catalogue calls quiet ostentation. In some the lines became fluid and self-confident; in others—like the fantastic architectural palaces in ivory by Kugetoshi—the detail cannot be faulted.

Anyone who saw the exquisite jade exhibition at the Victoria and Albert Museum last summer will know the bounty of small objects from the Oriental world—the restrained, perfectly balanced designs executed with an almost self-sacrificing patience and an awesome technical skill. Yet often the artists did not sign their pieces and will never be identified.

Like the objects on show, the British Museum exhibition is deceptively small for the richness it offers. But those who want to study the detail at home might consider spending even £8.50 on the catalogue, which is really a book, and which, like the exhibition, shows 400 netsuke, about a third of the Museum's collection.

The Netsuke exhibition continues in Oriental Gallery III of the British Museum until September 12.

Boar and snake, signed Sukenaga, and snake, signed Shoto. Both are made of wood and are no more than three centimetres high.

Good for Weber

Barry Still on the Eutin festival

Each summer, since 1951, Eutin, 20 miles north of Lübeck, has held an open-air opera festival. Carl Maria von Weber, the town's most famous son, has been remembered particularly in this, his 150th anniversary year, in performances in the park of the former Bishop's Palace, where the lakeside provides both a delightful setting and an excellent sounding board.

The wide grass stage, sloping up to a wood, became the Wolf's Glen in Rainer Bunzel's production of *Die Freischütz*. Peopled with moving trees (the gentlemen of the disciplined chorus doing double time), and lit by an eerie glow, it echoed to Kaspar's cries at the forging of the magic bullets. Crowd logistics were engineered without fuss and led to broad, sweeping effects, and although the distances created problems of communication with the pit, these were rarely evident; the Hamburg Symphony Orchestra under Erwin Jamrosy's persuasive direction played with real commitment, and there were some fine wind and cello solos.

Abu Hassan (which should be performed here more often); it was coupled with *Pagliacci* at Eutin in 1974) had an attractive Deco set by Michael Tietjens, a personable trio in Abu (Peter Haage), Fatime (Cemalnur Hert, who was also an appealing Agathe in *Freischütz*) and Omar (Karl Fäth); it tripped along briskly.

Euryanthe in concert performance came over very well; the absence of staging concentrates the ear upon the score. The cool Ingeborg Kruger in the title part and Lutz Michael Harder as a trusting Gerard, with an almost Heldentenor ring, were most memorable.

Eutin is off the international festival track, but this is no bad thing. The cast principals, from opera houses all over Germany, come because they enjoy it, not for the fees (the best seats cost £3.50). I even saw veteran director Ulrich Wenk helping with scene-shifting—and there are no union difficulties. But the standard does not suffer: indeed, the general team spirit and friendliness help in surmounting any troubles.

It is encouraging to see the number of young people enjoying the informality of their (possibly) first visit to opera. Helmut Hagedorn, business director, believes that many of them, like the younger singers, will graduate (gravitate?) to supporting more traditional permanent companies later.

Good for Weber: perhaps there is a lesson here for us.

Crescent and cobblestone

Michael Clarke on two English cities

York: the continuing city. By Patrick Nuttgens.
Faber £8.50. 571 09733 2.

Bath: an architectural guide. By Charles Robertson, with an introduction by Jan Morris.
Faber £2.95. 571 10805 9.

A well-produced gazetteer of Bath is certain to be the joy of every sightseer hooked on the European eighteenth century. Few cities possess the charm of this frail bubble. Both Aquae Sulis and the medieval cloth-producing town were almost entirely destroyed by the whirlwind development of the eighteenth century, founded not so much on the perennial benefits of the hot-water springs as on the transitory gains of gambling, dancing and fashionable entertainments. In an age so aware of its pursuit of pleasure the modern Bath sprang up, *sui generis*, as a place for and of pleasure, and what ought appropriately to have been rococo is ironically Palladian.

When Beau Nash became Master of Ceremonies early in the century he inherited an unruly, even violent, city and one of his great achievements was not only the establishment of law and order but even common good manners, a fact paralleled in the city's architecture, where humble terrace and Royal Crescent obey the public rule of good taste. Beckford's Tower behind Lansdowne Crescent is the visible